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La "santé" économique d'un pays industrialisé a un impact sur la qualité de la vie des citoyens. Affecte-t-elle aussi l'éducation, et si oui comment? L'étude cherche à répondre précisément à ces questions: est-ce que la récession économique au Canada a eu quelque impact sur la qualité de l'éducation aux niveaux primaire et secondaire? A-t-elle eu un effet sur la vie des étudiants, telle que perçue par les professeurs, les conseillers et les directeurs d'écoles?

Les données pour l'étude furent recueillies auprès de 3724 professeurs, conseillers et directeurs d'écoles canadiens, en juin 1983. Le questionnaire envoyé par la poste fut rempli anonymement. Il est reproduit en annexe. Les questions portent sur l'environnement scolaire, les ressources humaines et didactiques disponibles, les problèmes généraux des étudiants, leurs difficultés scolaires et familiales, les actes de vandalisme, etc. Les répondants devaient indiquer si les divers facteurs évoqués dans les questions avaient changé en regard de ce qui se passait en 1980-1981.

Les répondants croient que la récession économique a eu un effet négatif sur l'éducation. Cinq tendances se manifestent qui menacent la qualité de l'éducation: 1. les changements macro et socio-économiques ont accru la pression sur les étudiants, leurs familles, les écoles et les communautés locales; 2. les réponses du système scolaire aux coupures et restrictions budgétaires ont diminué la qualité de l'éducation (taille des classes, soutien au développement pédagogique, etc.); 3. les étudiants sont plus préoccupés par les problèmes familiaux, économiques et scolaires; 4. les étudiants sont de moins en moins intéressés par leurs études; 5. le morsl des éducateurs, surtout des professeurs, est assez bas et continue de baisser.

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ECONOMIC RECESSION AND THE QUALITY OF EDUCATION:

SOME THREATENING TRENDS

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MARCH, 1984

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ECONOMIC RECESSION AND THE QUALITY OF EDUCATION:

SOME THREATENING TRENDS

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March, 1984

For The

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Abstract

This research examined the perceived impact of the economic recession on aspects of public education in Canada. Three thousand seven hundred and twenty-four school-based educators (teachers, school guidance counselors, principals) from the ten provinces and two territories participated. Data were calculated using questionnaires which were completed anonymously. Measures of economic and socio-economic variables were included, along with measures of the adequacy of school learning environments and resources, general student problems and difficulties, frequency of problems discussed in counseling sessions, acts of vandalism, among others. In addition, respondents indicated how these factors had changed in comparison to two years ago.

Respondents believed that the economic recession had an effect on important elements of public education. They also believed that most of these changes were negative. A lower quality of education (more student problems, less adequate school learning environments and resources, student referrals, vandalism) was associated with local unemployment levels, social class of students, occupational levels of parents, and number of fathers unemployed. Teachers and school guidance counselors tended to report a lower quality of education than did principals. Respondents from schools in communities experiencing recent high levels of unemployment as opposed to chronically high levels of unemployment, reported greater deterioration in the quality of education in the past two years. There were also some significant relationships among variables based on provincial and territorial aggregated data. That is, some provinces and territories reported a low quality of education on several measures.

Five trends appeared which threatened the quality of education offered to Canadian youth. These were: (1) macro-economic and socio-economic changes which increased pressure on students, families, schools and local communities; (2) school system responses to restraint and cutbacks which lower the quality of education (larger class sizes, less support for professional development, less maintenance, repair and replacement); (3) students increasingly burdened and preoccupied by family, economic and school performance problems and increasing needs for school-based educators to address these concerns; (4) increasing student disinterest in learning; and (5) a low and decreasing school-based educator (primarily teachers) morale.

These threatening trends must be reversed if Canada's major resource for the future - the merits of its youth - are to be developed to the fullest.

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Dedication

Conducting this research has given me an opportunity to appreciate the experiences of a sample of teachers, guidance counselors, and principals, and their reactions to events in their schools during the past few years. I became impressed with the wide diversity of settings in which public education in Canada is carried out, the depth of professional caring and concern that exists among some school-based educators, the massive ways in which social change in Canada (single parent families, separation and divorce, changing values) has impacted on public education, and the influence of economic factors on students, educators and the school environment as a whole. My awareness of the circumstances surrounding my three children, who are students in public schools, has been raised as a result of my work during the past six months. This report is dedicated to them. Without Sharon, Rachel and Jeff, and their uniqueness and love, my days would be less rewarding ones.

Acknowledgements

This research was supported in part by the Canadian Teachers' Federation. I would like to thank the Canadian Teachers' Federation, and the provincial and territorial teachers' federations for assistance in the collection of the data. The study would not have been possible without the cooperation of the several teachers, guidance counselors and principals who provided the data on which this report is based. Sylvia Gold, Tony Cunliffe, Richard DuWors, and Jacob Wolpin helped in the development of the questionnaire. Jacob Wolpin also assisted in the analysis of the data. Lynn Welsh prepared the manuscript.

Introduction

These vignettes are typical of those written by respondents in our research and provide a context for a broader consideration of the effects of the economy on satisfaction and well-being.

This year I have taught half-time, not by choice but because it was the only position available, due to the recession and the B.C. government's 'restraint' program. I was transferred from one classroom assignment to another in a different school at Christmas-time, because of declining enrolment. The decline in enrolment can be directly attributed to massive lay-offs in the pulp and paper mills here. My first class was made up mostly of working-class students, whereas the second class was in a somewhat higher socio-economic area, outside the city. The answers to the questions are based on my second, more recent assignment. Data for the original class would have shown much higher unemployment within the families of the students, more difficulty in purchasing supplies, attendance problems, bad language, students arguing, physical abuse to other students, and families on social assistance as well as father moving in search of a job.

26-30 year old female teacher, Grade 1 and 2, British Columbia.

The financial crunch will be felt in the coming year more so than in this past year in terms of supply teachers, profeasional development, extra-mural sports and so on.

41-45 year old male teacher, Grade 10, Ontario.

I am teaching in an Indian community which is situated around four reserves. There are only about 10 white children in the school. This affects:
- parental employment,
- children living with guardians instead of parents,
- hot lunch program,
- no running water in many homes for cleanliness,
- few outside activities for the students,
- not very many job opportunities in the community,
- opportunities for field trips are limited - have to go so far to see anything.

Under 25 year old female teacher, Grade 2, Alberta.

The outlook for the 1983/84 year looks much bleaker due to projected outbacks in school personnel, money for school supplies, supply teachers. We are faced with fewer recreational programs in the fall, restrictions on the use of school buses. We also face the possibility of adding Kindergarten to the school program while retaining 12 years of schooling which means compressing High school

and Junior High into 4 years from 5. We now have to account for all the paper we use to duplicate and teachers have to buy many supplies previously provided by our school budget.

36-40 year old female teacher, Special Education, New Brunswick.

The recession has paradoxically both helped and hindered our educational system. As a department head, I have found that both teachers and students have been slightly more cooperative because of the economic and job related insecurity.

46-50 year old male Department Head, Grade 11, Ontario.

Despite improvements in education, (materials and methods) the downturn in the economy has generally prevented significant changes in area schools. For example, due to financial restrictions class ratios in many schools continue to be too high for effective teaching. Furthermore, the increase in multi-grade classrooms is almost a step backwards.

To further complicate this development, children come to school with more emotional, social, and learning problems than they did a few years ago. So when your lower pupil-teacher ratio is needed now more than ever, it appears to be less likely - and with multi-grade situations - possibly deteriorating.

Sometimes, as well, budgets cannot afford the extra teachers to deal more personally with fewer students, yet spend money on things such as computers which have, in my mind, a questionable value in the true education and development of a child, especially in elementary years.

It seems the quality of the relationship between teacher and learner is the determining factor in true learning - and possibly that is something that is not given the priority it should. This may be due to the difficulty of measuring such a relationship. But certainly something can be done to create suitable conditions for that relationship.

31-35 year old male teacher, Grade 5, Saskatchewan.

There is absolutely no doubt that education is suffering because of cut backs in budget. We have an English second language situation with severe cultural differences. It is impossible to operate with large classes in such a situation and we are doing the best we can. We are well equipped physically but if staff is shorthanded all the equipment in the world is no help.

51-55 year old female teacher and Research Librarian, Northwest Territories.

The industrial societies of the world have been facing major social and economic crises during the past few years. Unemployment rates have been high, interest rates have been high, bankruptcies and plant closures are at near all-time highs, productivity has fallen, stagflation - the simultaneous occurrence of both industrial stagnation coupled with high rates of inflation - has been widespread. These difficulties have hit Canada and continue to be present. Over one million Canadians are presently out of work, and although inflation has been falling, interest rates continue to remain high. There is speculation that the economic recession (or depression) has bottomed out, and that the situation is improving. Nevertheless, it is clear that the Canadian economy has been through a rough period during the early 1980's.

The work of Brenner (1973) and Pierce (1967) provided the force for several other studies which explored the psychological and social effects of aggregate economic changes (e.g. unemployment rates, stock market fluctuations) on indicators of health and well-being. Brenner demonstrated and described the inverse relationship between the state of the economy and mental illness by relating the fluctuations in mental hospitalization levels and rates and fluctuations of the employment index in New York State from 1914 to 1960.

Economic loss was found to be an important predictor of mental and physical ill health, and these damaging effects have been shown to continue for years after the economic slump ends. Brenner observed that every 1% rise in unemployment foreshadows an increased 1.9% rate of mortality over six years. This was also associated with a 4.1% rise in the suicide rate, a 5% rise in the homocide rate, a 4% rise in prison admissions. There is also evidence that Canadian statistics move in the same direction (Toronto Star, April 10, 1982). Thus there is a relationship between the instability of a nation's economy and the behavioral instability of individuals, with economic loss resulting from unemployment being a central factor. When individuals are experiencing economic

stress, there is evidence that they may experience emotional distress as well (Brenner, 1967, 1968, 1969, 1973; Dooley & Catalano, 1978, 1980; Ferman & Gordus, 1979; Catalano, 1975, 1979; Warr & Parry, 1982; Liem & Rayman, 1982; Marshall & Funch, 1979).

What is missing here, however, is information about <u>how</u> large scale economic change translated into loss of work moves toward non-economic life stress, on to adverse psychological change, and then to large scale psychological and social disorder. What intervenes between aggregate measures of economic change and aggregate measures of psychological and social disorder? More specifically, what economic social and psychological processes link economic change to subsequent social and psychological functioning?

Ferman and Gordon (1979) attempted to develop an explanatory scheme for aggregate economic change and its physical and mental health outcomes. Their scheme consists of a sequence of events, with linkages between them. Their general framework is shown in Figure 1. More specific linkages are shown below:

Aggregate Economic Change(s)

↓

Bumping and Skidding Labor Market Patterns

↓

Worker Career Patterns

↓

Degree of Economic Deprivation

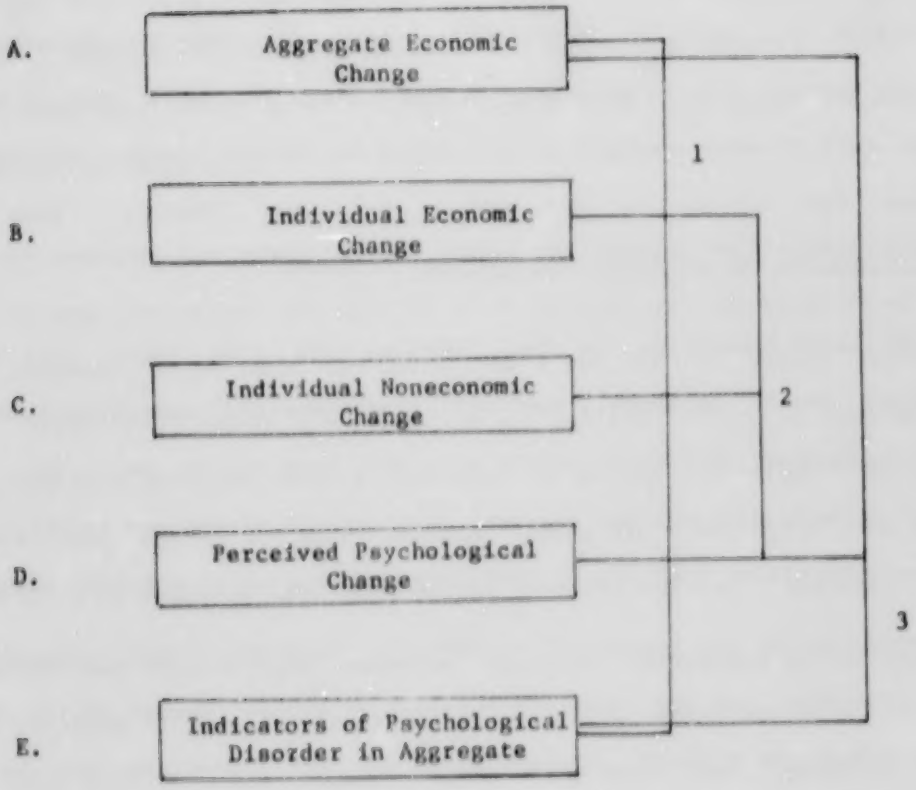
↓

Mental and Physical Health Outcomes

Fermon and Gordon make a number of assumptions. The first is that economic change, whether contraction of the economy, plant shutdowns, increased rationalization and automation of work, plant mergers, or productivity gains, results either immediately or eventually in the loss of work for certain groups of people. Many individuals will change jobs (some voluntarily, others

Figure 1

Hypothesized Relationships Between Economic Change and Indicators of Psychological Change



1. Relationships between A and E measured by Pierce (1967 and Brenner (1973).
2. Relationships between B and C, C and D, and B, C, and D measured by others in Dohrenwend and Dohrenwend (1974).
3. Relationships between A, B, C, D, and E either assumed or described nonquantitatively be Bakke (1934), Angell (1936), and Komarovsky (1940) and others.

involuntarily) and will be without work for varying periods of time. These economic changes initiate patterns of bumping and skidding in the labor market. Some workers are displaced (bumped) by others; these individuals may take on jobs that provide less status, offer less income or fewer fringe benefits, or less protection from unfair or arbitrary work practices (skidding).

The second assumption is that some of these workers will find themselves, to varying degrees, in financial trouble, as savings are depleted and debts mount. They may find it necessary to spend less, find other sources of income, or to rely on other members of the family to produce income. All of these may increase the strains on the worker and his family. Thus resource insufficiencies and economic deprivation increase.

The third assumption is that workers who lose their jobs will show different career patterns. Some will find immediate reemployment, others will remain unemployed, and still others will move from job to job. Some of these career or work patterns may engender considerable stress and instability and be extremely sensitive measures of individual adjustment to economic changes.

The fourth assumption is that economic deprivation and stressful and unstable work patterns will be significantly related to physical and mental health outcomes. They argue that these changes would affect not only the individual directly involved but also indirectly the members of his families - a ripple effect.

Resource sufficiency or insufficiency for any unemployed worker can have a strong influence on mental health. Resource availability in a period of unemployment performs three important functions: (1) it stabilizes and maintains an existing style of life; (2) it permits continued contact with primary and secondary groupings where adequate finances may be a condition for participation, and (3) it imparts a feeling of control over the environment.

Several studies have related measures of economic deprivation to health (Aiken, Fermon, and Sheppard, 1968). Aiken and his colleagues, in their study of displaced autoworkers, found that an index of economic deprivation correlated with a variety of mental health measures. Individuals showing a high degree of economic deprivation also indicated a high degree of anomie, less life satisfaction, and lower social participation with friends and relatives.

We conclude that there is considerable evidence that the economic "health" of an industrialized society has an impact on the quality of life (satisfactory mental and physical health) of individual citizens. It is not clear, however, what the intervening steps are.

Let us now consider the education and school environment more specifically. A depressed economy can effect the quality of education, and the experiences of teachers and students, in at least two ways. The first way is rather direct. During hard times, governments are forced to cut budgets. There is less money available for certain services because more must be devoted to other services (UIC, welfare) and there is less revenue. Among the areas which have been affected by restraint programs have been health care and hospital support, and education (Toronto Star, February 21, 1984). The second way is less direct. This involves a link between events in a nation's economy and the behavior and well-being of its' citizens. Thus students, parents, teachers and communities in which these individuals live may experience more discomfort and distress as a result of the depressed economic circumstances in which they find themselves. A recent study by the Metro Social Planning Council (Toronto Star, February 21, 1984) reported that 363,600 Ontario children under the age of 15 (17% of the total) were living in poverty. Parents (families) facing economic hardship may not be able to provide the emotional and financial support their school-aged children need; parents under stress may be less interested in their children's school; and the children themselves may develop more negative attitudes and

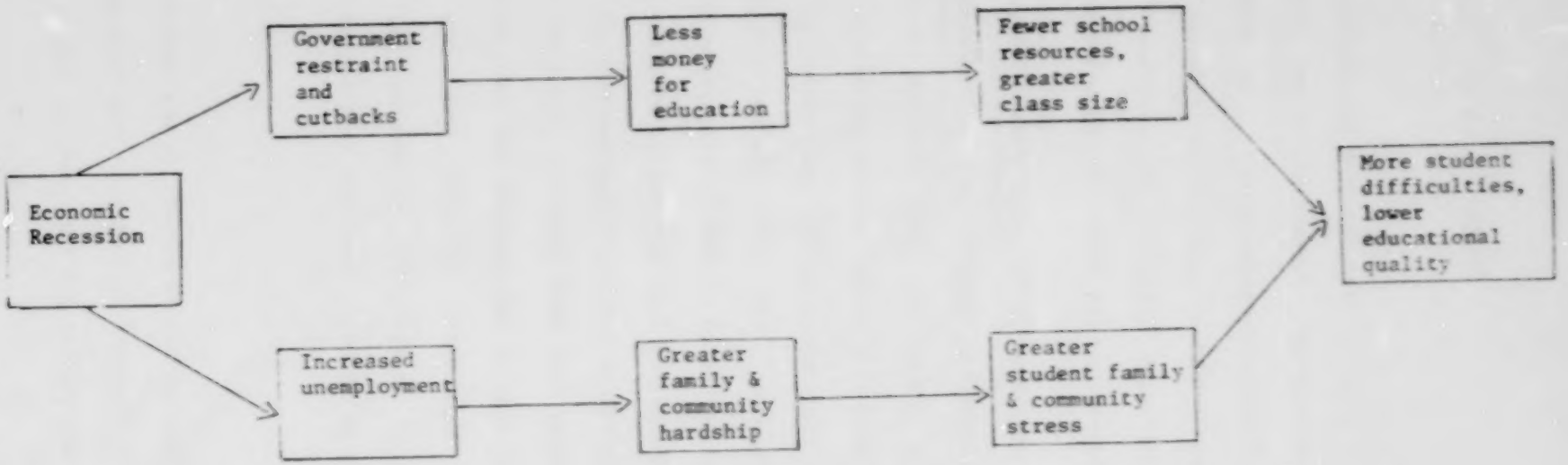
exhibit more behavioral problems because of their more negative family and community circumstances.

Figure 2 indicates the general arguments that are being proposed. A depressed economic environment characterized by high levels of unemployment and slow (or no) growth is hypothesized to ultimately have a negative impact on student difficulties and the quality of education through some intervening stages.

The present study addresses the following questions: Has the economic recession in Canada had any impact on the quality of education in primary and secondary schools? Has the economic recession had an effect on the experiences of students as seen by teachers, school guidance counselors, and principals? Data were collected from approximately 3,500 school-based educators in each of the ten provinces and two territories. The views of three target groups were sought: teachers, principals, and guidance counselors.

Figure 2

IMPACT OF ECONOMIC RECESSION ON STUDENTS AND QUALITY OF EDUCATION


Economic Recession
Government restraint and cutbacks
Less money for education
Fewer school resources, greater class size
Increased unemployment
Greater family & community hardship
Greater student family & community stress
More student difficulties, lower educational quality

Method

Respondents

Respondents were selected from Teachers Federations in each of the ten provinces and two territories. Respondents in New Brunswick were obtained from both Anglophone and Francophone associations. In addition, respondents were obtained from three teachers' associations in Quebec. Thus, respondents were members of fifteen different teachers' associations. Table 1 presents the various Teachers' Federations and their 1982/83 membership.

The sample was developed as follows. First a decision was made to allocate each of the 12 geographic areas (Provinces, Territories) 100 respondents to guarantee a minimum number for each Province or Territory. Then each association was assigned this number plus an additional number of respondents as a proportion of that association to the total number of respondents. We then estimated a 40% response rate. This yielded a figure which represented the number of respondents contacted in each province/territory. Table 2 indicates the number of questionnaires that were mailed out, the number of questionnaires that were expected (given an estimated response rate of 40%), and the actual number of questionnaires that were received. The final response rate was 30.2%. This figure was lower than we had expected and resulted from the timing of the research. Several respondents indicated that June is a busy month for school-based educators. In addition, respondents had to provide their own return postage ($0.32 or $0.64). This also contributed to a lower than expected response rate.

Procedure

When the questionnaire was completed, it was reproduced in both English and French by the Canadian Teachers' Federation. This took place during the last two weeks in May. Each association was then sent a letter outlining their task

Table 1

Member Organizations	Membership 1982/83
Alberta Teachers' Federation	25,412
British Columbia Teachers' Federation	29,798
Manitoba Teachers' Society	11,753
Association des enseignants francaphones du Nouveau-Brunswick	2,614
New Brunswick Teachers' Association	5,322
Newfoundland Teachers' Association	7,903
Northwest Territories Teachers' Association	730
Nova Scotia Teachers' Union	11,257
Ontario Teachers' Federation	102,458
Prince Edward Island Teachers' Federation	1,400
Provincial Association of Catholic Teachers' (Quebec)	3,565
Provincial Association of Protestant Teachers' of Quebec	5,901
Quebec Francaphone Teachers' Federation	65,000
Saskatchewan Teachers' Federation	11,328
Yukon Teachers' Federation	309
	284,750

Table 2

Member Organizations	% Members	Number Sent	Number Expected	Number Received
Alberta Teachers' Federation	4.1	1065	422	317
British Columbia Teachers' Fed.	4.0	1200	478	331
Manitoba Teachers' Society	5.2	635	249	254
Assoc. des enseignants francaphone du N.B.	12.7	332	133	) 250
New Brunswick Teachers' Assoc.	7.9	435	168	
Newfoundland Teachers' Assoc.	5.7	465	200	172
Northwest Territories Teachers' Assoc.	24.4	178	71	74
Nova Scotia Teachers' Union	5.4	615	243	197
Ontario Teachers' Fed.	3.4	3520	1400	1194
Prince Edward Island Teachers' Fed.	21.1	310	118	128
Prov. Assoc. of Catholic Teachers (Quebec)	10.2	375	145	)
Prov. Assoc. of Protestant Teachers (Quebec)	3.2	193	175	) 455
Quebec Francaphone Teachers' Fed.	3.6	2321	925	)
Saskatchewan Teachers' Fed.	5.4	625	244	273
Yukon Teachers' Fed.	23.3	80	29	44
		12349	5000	3689
Missing Data				35
				3724

along with the required number of questionnaires. Each association was to select an appropriate number of their membership using a random procedure, and obtain the required mailing labels and envelopes. (See copy of this letter in Appendix A.) The process of data collection was managed by the Canadian Teachers' Federation and the 14 member organizations.

These questionnaires were distributed to individuals (or schools) in early June. Respondents were asked to complete the questionnaires anonymously and mail them back to the researchers at their University address in a self-addressed envelope that was provided. Respondents had to provide their own postage ($0.32 or $0.64).

Our intention was to collect all the data in June before the school term ended. Unfortunately by the time the questionnaires were ready for distribution, the school term was nearly finished for school-based educators in Newfoundland and Prince Edward Island. Thus these educators did not receive their questionnaires until the middle of September.

Measures

The questionnaire was created specifically for this investigation. As mentioned above, the views of three target groups were sought: teachers, principals, and guidance counselors.

The questionnaire (See Appendix C) had four parts. Each respondent was asked to fill out at least three parts. All respondents completed Part I - About yourself and your school. This section contained demographic items pertaining to the individual, his teaching situation and school, and the local community.

Seven items assessed the general economic condition of the school and community. These were:

(1) Social class of students. Respondents indicated which of five social classes (upper class to lower class) the majority of the students in their school fell into.

(2) Parental Occupation. Respondents indicated the occupational category (professional, high level managers to form labour unskilled clerical, unskilled labour) which fitted the majority of the students in their school.

(3) Fathers Unemployed. Respondents indicated how many students in their homeroom would have a father who was unemployed at present.

(4) Mothers Employed. Respondents indicated how many students in their homeroom would have a mother who was employed part- or full-time at present.

(5) Current Unemployment Rate in Local Community. Respondents indicated whether the unemployment rate in the community in which their school was located was higher or lower than the Canadian average (12%).

(6) Chronic Unemployment. Respondents indicated, if the unemployment rate in their local community was above the Canadian average, how long it had been above the national average.

(7) Impact of Recession. Respondents indicated to what extent the economic recession in Canada had an effect on (a) the students, (b) the families of students, (c) themselves, (d) their schools, and (e) their local community.

The second section, Part II, was also completed by all respondents. The first question asked respondents to indicate how frequently they had experienced particular problems or difficulties in their professional work during the school year that was just ending (September 82 - June 83). Twenty-eight problems or difficulties were listed. The second question asked respondents to indicate the degree to which these same problems or difficulties had changed or remained the same during the past 2 years. Respondents compared the frequency of each of these problems or difficulties during the 1982/83 school year with their experiences of two years ago (September 80 - June 81).

The third section, Part III, was answered by any respondent who was a teacher. This section had several questions. The first asked the respondents to indicate the adequacy of 20 aspects of the school environment. The next three questions related to conference attendance during 1982/83 (applications to, number of applications made, number of conferences actually attended). The next two questions related to contacts with parents (parents spoken to in a typical week; parental attendance at 'meet the teachers' nights following report cards). The last question asked respondents to compare the adequacy of the same 20 aspects of the school environment now with their experiences of two years ago (the 1980/81 school year).

The next section, Part IV, was answered by all respondents who were guidance counselors. This section had 5 questions. The first question asked respondents to indicate how many students (clients) came to discuss personal and/or academic related problems with them during the typical week in this school year (1982/83). The second question asked respondents how frequently each 27 specific problem areas were discussed in their counseling sessions with their students. The third question asked how frequently respondents referred students to a social service agency, to a psychologist or psychiatrist, or to a medical service, how frequently they provided a sympathetic ear, and how

frequently they provided lunch or clothing for a student.

The fourth question examined the extent to which the problem areas discussed in their counseling sessions with students had changed or remained the same compared to two years ago. That is, they compared the frequency that these problem areas were discussed in counseling sessions during 1982/83 with their experiences of two years ago (1980/81).

The last question asked guidance counselors whether the behavior in Question 3 had changed over the past two years (referrals to various external agencies, providing sympathetic ear, lunch, clothing). That is, compared to two years ago, were the guidance counselors doing these with more, less, or the same frequency.

The last section, Part V, was addressed to respondents who were principals (including Assistant and Vice-Principals). This section had two questions. The first question asked respondents to indicate how frequently they had observed or been aware of 10 specific events during the 1982/83 school year. The second question asked principals whether there had been any changes in how frequently they had observed or been made aware of each of these 10 events during the past year (1982/83) compared to two years ago (1980/81). That is, were these incidences more common, less common, or about as common today as they were two years ago.

The questionnaire concluded with a page where respondents could provide additional comments or thoughts on the areas covered in the questionnaires and on areas which might have been missed.

Results

Perceived Impact of the Economic Recession

Teachers, principals and school guidance counselors indicated the extent to which the economic recession had an effect on: the students, the families of students, themselves as teachers and educators, their schools, and their local community. A value of 3 represented Somewhat of an effect. These data are presented in Table 3.

There was fairly good agreement amongst the three groups of respondents. In general, the largest effects were observed on their local communities, followed closely by the families of students. A close third was their schools, followed then by the students, and finally, themselves as teachers and educators. Principals tended to see smaller effects of the economic recession than did both teachers and school guidance counselors. When each group of respondents is considered as a whole, however, it is safe to conclude that they perceived the recent economic recession in Canada as having had some effect on the students and their families as well as on the school and its surrounding community.

Were these overall impressions of the effects of the economic recession on students and their home and school environments related in a meaningful way to indicators of economic health? The questionnaire itself contained six indicators of the general socio-economic conditions of the school and community. These were: (1) social class of students, (2) occupational level of parents, (3) number of fathers unemployed, (4) number of mothers employed, (5) current level of unemployment in the local community, and (6) how long (chronic) had the unemployment rate been above the national average.

Table 3

It is generally agreed that Canada has been in an economic recession for the past few years. To what extent has the recession had an effect on: (Circle one number on each line).

	Mean	S.D.	N
TEACHERS			
a) The students	2.7	.95	3220
b) The families of students	3.1	.88	3208
c) You as a teacher	2.7	1.02	3230
d) Your school	3.2	.96	3224
e) Your local community	3.2	.90	3206
PRINCIPALS			
a) The students	2.6	.98	368
b) The families of students	3.0	.90	370
c) You as a teacher	2.5	.94	366
d) Your school	2.9	.96	370
e) Your local community	3.0	.90	368
GUIDANCE COUNSELORS			
a) The students	2.9	.92	116
b) The families of students	3.3	.81	115
c) You as a teacher	2.6	1.00	115
d) Your school	3.1	.96	117
e) Your local community	3.2	.93	114

In addition three objective indicators of economic well-being were available. These were taken from Statistics Canada data. These were: (1) 1982 provincial unemployment rates, (2) 1980 provincial and territorial per capita revenue, and (3) 1981 provincial and territorial per capita spending on education.

Table 4 shows the correlations between the economic variables contained in the questionnaire and respondents' perceptions of the degree of impact of the economic recession on the five targets, and on a composite measure in which all five were combined. Most of the correlations were significantly different from zero (23 of 30, 77%).

School-based educators reporting more students of lower social class backgrounds in their schools also reported a stronger effect of the economic recession. Similarly educators reporting more students whose parents were from lower occupational levels also reported stronger effects of the economic recession. Educators reporting more students with unemployed fathers reported stronger effects of the recession. Numbers of students with employed mothers was not related to effects of the economic recession. Educators whose schools were in higher than average unemployment levels also reported stronger effects of the economic recession. Finally, length of higher than average levels of unemployment was only weakly related to effects of the economic recession. These relationships are seen most clearly in the right hand column of Table 4.

These economic variables tended to be more strongly related to effects of the economic recession on the students, their families and the communities in which the schools were located. These economic variables had almost no relationship to the effects of the economic recession on the teachers themselves.

Table 4

Impact of Recession on:

Economic Variables	Students	Families	Yourself	School	Community	Total
Social class	-.23*	-.23*	-.01	-.09*	-.17*	-.19*
Occupational level	-.21*	-.22*	-.04***	-.09*	-.17*	-.18*
Fathers unemployed	.34*	.36*	.10*	.12*	.29*	.31*
Mothers employed	.03	.04***	.00	-.01	.00	.02
Unemployment level	.34*	.40*	.14*	.20*	.43*	.39*
Chronic unemployment	-.00	.08*	-.06***	-.05***	.08	.02

* p = .001
*** p = .05

Table 5 shows the correlations between three economic measures derived from Statistics Canada data and the composite measure of the impact of the recession. The Statistics Canada data were in the form of provincial (and in some cases territorial) mean values. The sample size therefore is 10 (provinces) or 12 (10 provinces and 2 territories).

These data address the following kinds of questions. Did school-based educators from provinces with high levels of unemployment (eg., Newfoundland) report a greater effect of the economic recession than do school-based educators from provinces with low levels of unemployment (eg., Saskatchewan)? The answer is a resounding yes, witnessed by the correlation of .69 between these two variables. Similarly, educators from provinces and territories with lower per capita revenues, lower per capita education spending also reported a stronger effect of the economic recession on students, their families, their schools and their communities.

Summary

The following conclusions seem warranted:

(1) School-based educators perceived that the recent economic recession has had some effect on the educational system. This effect was seen to be greatest on the families of students and on the local communities in which schools were located. The school-based educators reported the least impact of the economic recession on they themselves.

(2) In general, these perceptions of the impact of the economic recession were associated with socio-economic variables in expected ways. Thus the effects of the economic recession were greatest on schools with a greater number of lower class students, a greater number of students whose parents were in lower

Table 5

Economic Variables	Impact of Recession	
	n=10	n=12
1982 Unemployment rate	.69***	
1980 Per capita revenue	-.16	-.57***
1981 Per capita education spending	-.01	-.40***

* p = .001
** p = .05
*** p = .10

occupational levels, a greater number of students with unemployed fathers, and schools in areas of higher than average unemployment.

(3) Levels of maternal employment may operate in the opposite way we expected. We initially believed that high rates of maternal employment would be associated with greater effects of the recession. The opposite may in fact be the case. Low levels of maternal employment (similar to low levels of paternal employment) may be associated with greater effects of the economic recession. That is, there are some areas in Canada hit by the economic recession in which neither fathers or mothers can find work.

(4) Length of higher than average unemployment had little effect. It may be that individuals do not adapt to chronically high levels of local unemployment. High current levels of unemployment were related to the effects of the economic recession whether these high rates were of short or long duration.

(5) The objective indication of unemployment was strongly related to the perceived impact of the economic recession. This provided some support for the validity of the self-report measure of impact of the recession. This is consistent with other research which has reported that levels of unemployment is the economic condition most strongly associated with quality of life and health indicators (Ferman & Gordus, 1979).

Quality of Education

Let us now look in greater depth at the experiences of teachers, principals and school guidance counselors. These groups will be considered separately since each may experience, and be responsible for, different facets of the

educational program.

Teachers

Current Student Problems and Difficulties

Table 6 indicates the frequency that teachers experienced each of 28 general problems or difficulties in their professional work during the 1982/83 school year. A value of 3.0 represented "Sometimes". The most frequent problems were: students not prepared with assignments (3.4), students not interested in learning (3.1), student attendance problems (2.8), discipline in the classroom or school (2.8), bad language from students (2.8).

Problems that were experienced infrequently included: students involved in pornography or prostitution (1.3), students physically abusing teachers (1.3), student drug-related problems (1.6), student alcohol-related problems (1.7), and students not able to afford glasses or hearing aids.

Changes in Student Problems and Difficulties

Table 7 shows the degree to which these 28 problems or difficulties had changed or remained the same during the preceding two years. A mean value of 3.0 represents about the same frequency as two years ago; values above 3.0 indicate that particular problems were more frequent now than two years ago. Nineteen problems had values above 3.0; two were 3.0 and seven were below 3.0.

Problems reported by teachers as having increased the most over the past two years included: students whose families have had to receive social assistance (3.4), mothers of students returning to work (3.4), fathers of students moving away in search of work (3.3), students depressed about job prospects (3.3), discipline in the classroom (3.3), bad language from students (3.3), students returning to school because they could not find work (3.3), and students not interested in learning (3.1).

Table 6

How frequently have you experienced each of these as problems or difficulties in your professional work during the past school year (September '82 to June '83).

	Mean	S.D.	N
Student attendance problems	2.8	1.14	3265
Student drug-related problems	1.6	.80	3255
Student alcohol-related problems	1.7	.86	3256
Bad language from the students	2.8	1.06	3262
Students physically abusing students	2.5	.97	3233
Students physically abusing teachers	1.3	.63	3253
Students dropping out	2.1	1.15	3247
Students not prepared with assignments	3.4	1.07	3215
Students depressed about job prospects	2.1	1.19	3137
Students returning to school because they could not find jobs	1.9	1.14	3122
Students tired because of part-time jobs	2.0	1.16	3112
Students not able to afford to purchase supplies	2.2	.94	3205
Students having to take part-time jobs to earn spending money	2.2	1.20	3155
Students coming to school in dirty cloths	2.4	.92	3251
Students coming to school dirty (lice, greasy hair)	2.1	.94	3258
Students arguing with teachers	2.7	1.01	3254
Students without adequate lunch	2.5	.99	3206
Students not interested in learning	3.1	.94	3249
Students generally anxious or worried	2.6	.82	3244
Students moving in with relatives	2.4	.91	3210
Mothers of students returning to work	2.9	.94	3150
Fathers of students moving away in search of work	2.3	.87	3171
Students not able to afford glasses or hearing aids	1.7	.78	3211
Students unable to get needed dental work done	1.9	.89	3187
Students whose families have had to receive social assistance	2.7	1.04	3172
Students whose families have lost their home	1.8	.77	3105
Discipline in the classroom or school	2.8	1.02	3197
Students involved in pornography or prostitution	1.3	.60	3195

Table 7

This section examines the degree to which some of the areas considered in the questionnaire have changed or remained the same during the past two years. How would you compare the frequency of each of the following events during the past year with your experiences of two years ago (the September 1980 - June 1981 school year)? Would you say that these events have been much less frequent now than 2 years earlier, about the same frequency now as 2 years ago, or much more frequent now than 2 years earlier? (Circle one number on each line).

	Mean	S.D.	N
Student attendance problems	3.1	.71	3083
Student drug-related problems	2.8	.74	2905
Student alcohol-related problems	3.0	.73	2896
Bad language from the students	3.3	.82	3058
Students physically abusing students	3.1	.73	3034
Students physically abusing teachers	2.8	.72	2909
Students dropping out	2.9	.71	2909
Students not prepared with assignments	3.3	.74	3043
Students depressed about job prospects	3.3	.79	2815
Students returning to school because they could not find jobs	3.3	.78	2784
Students tired because of part-time jobs	3.1	.68	2800
Students not able to afford to purchase supplies	3.1	.65	2951
Students having to take part-time jobs to earn spending money	3.1	.66	2824
Students coming to school in dirty cloths	3.0	.63	3040
Students coming to school dirty (lice, greasy hair)	2.9	.68	3003
Students arguing with teachers	3.2	.78	3038
Students without adequate lunch	3.1	.66	2995
Students not interested in learning	3.3	.74	3057
Students generally anxious or worried	3.2	.66	3016
Students moving in with relatives	3.2	.64	2959
Mothers of students returning to work	3.4	.70	2965
Fathers of students moving away in search of work	3.3	.67	2948
Students not able to afford glasses or hearing aids	2.9	.58	2941
Students unable to get needed dental work done	2.9	.65	2933
Students whose families have had to receive social assistance	3.4	.73	2966
Students whose families have lost their homes	3.1	.67	2878
Discipline in the classroom or school	3.3	.79	3011
Students involved in pornography or prostitution	2.9	.65	2759

Problems reported by teachers as having decreased the most over the past two years included: student drug-related problems (2.8), and students physically abusing teachers (2.8).

Table 8 presents the same data in another way. The greatest percentage of teachers reported no change in frequency of the 28 problems over the past two years (middle column). If one compares the percentage reporting less frequently now with the percentage reporting more frequently now, the latter is greater on 21 of the 28 problems. Largest differences occur on: students whose families have had to receive social assistance, mothers of students returning to work, bad language from students, students not prepared with assignments, and students depressed about job prospects.

Drug-related problems were seen as having decreased the most over the past two years.

Adequacy of School Environment

Table 9 indicates the relative adequacy of 21 aspects of school learning environment experienced by the teachers. A mean value of 3.0 equals 'so-so'. Thirteen of the twenty-one had a mean value which exceeded 3.0; four were 3.0, and four had a mean value below 3.0. None of the 21 items reached a mean of 4.0, which was defined as adequate.

The most adequate feature of the teachers school and learning environment were: the sports programmes (3.7), the classroom learning environment (3.7), recreational programmes (3.6), lunch room supervision (3.4), and gym or sports equipment (3.3). The most inadequate features of the teachers school and learning environment were: specialized arts programmes (2.8), parental involvement in school programmes (2.8), repair or replacement of things (2.9), and money for professional development (2.9).

Table 8

This section examines the degree to which some of the areas considered in the questionnaire have changed or remained the same during the past two years. How would you compa the frequency of each of the following events during the past year with your experience of two years ago (the September 1980 - June 1981 school year)? Would you say that thes events have been much less frequent now than 2 years earlier, about the same frequency now as 2 years ago, or much more frequent now than 2 years earlier? (Circle one number on each line).

	Much Less or Less Freq. Now		About The Same Now		More or Much More Frequent Now	
	N	%	N	%	N	%
Student attendance problems	347	11.3	2116	68.6	610	20.2
Student drug-related problems	656	22.6	1942	66.9	307	10.5
Student alcohol-related problems	417	14.4	2031	70.1	448	15.4
Bad language from the students	271	8.9	1590	52.0	1197	39.1
Students physically abusing students	359	11.8	2056	67.8	619	20.4
Students physically abusing teachers	467	16.1	2207	75.9	235	8.1
Students dropping out	551	18.9	2009	69.1	349	12.0
Students not prepared with assignments	185	6.1	1759	57.8	1099	36.1
Students depressed about job prospects	155	5.5	1618	57.5	1042	37.0
Students returning to school because they could not find jobs	181	6.5	1697	61.0	906	32.6
Students tired because of part-time jobs	185	6.6	2032	72.6	583	20.8
Students not able to afford to purchase supplies	221	7.5	2092	70.9	638	21.6
Students having to take part-time jobs to earn spending money	164	5.8	2031	71.9	629	22.2
Students coming to school in dirty cloths	362	11.9	2304	75.8	374	12.3
Students coming to school dirty (lice, greasy hair)	458	15.3	2215	73.8	330	11.0
Students arguing with teachers	281	9.2	1762	58.0	995	32.7
Students without adequate lunch	272	9.1	2169	72.4	554	18.5
Students not interested in learning	206	6.7	1799	58.8	1052	34.5
Students generally anxious or worried	166	5.5	1970	65.3	880	29.2
Students moving in with relatives	179	5.7	2070	70.0	720	24.4
Mothers of students returning to work	114	3.8	1505	50.8	1346	45.4
Fathers of students moving away in search of work	155	5.3	1794	60.9	999	33.8
Students not able to afford glasses or hearing aids	320	10.9	2416	82.1	205	7.0
Students unable to get needed dental work done	369	12.6	2272	77.5	292	9.9
Students whose families have had to receive social assistance	139	4.7	1576	53.1	1251	42.2
Students whose families have lost their homes	199	6.9	2016	70.0	663	23.0
Discipline in the classroom or school	261	8.7	1695	56.3	1055	35.1
Students involved in pornography or prostitution	291	10.5	2301	83.4	167	6.1

Table 9

Answer this part if you are a teacher.

How adequate were each of the following during the past year? (Check one on each line).

	Mean	S.D.	N
The classroom learning environment	3.7	.96	3226
Recreational programmes	3.6	1.09	3200
Field trips	3.2	1.19	3199
Cultural programmes	3.0	1.15	3135
Lunch and cafeteria	3.0	1.30	2854
Lunch room supervision	3.4	1.16	2917
Student counseling services	3.1	1.24	3035
Remedial programs for students	3.2	1.20	3123
Amount of time teachers can spend with students	3.1	1.14	3204
Sports programmes	3.7	1.08	3127
Specialized arts programmes	2.8	1.24	3086
Parental involvement in school programmes (trips, assistance in remedial programmes or lunch programmes)	2.8	1.30	3166
Interest of parents in their children	3.2	1.11	3217
Interest of parents in the school	3.0	1.12	3169
The class size	3.0	1.18	3206
Support for conference attendance	3.1	1.17	3139
Money for supply teachers	3.2	1.18	3163
Money for professional development	2.9	1.17	3204
The library holdings	3.1	1.14	3193
Gym or sports equipment	3.3	1.11	3194
Repair or replacement of things	2.9	1.12	3209

Changes in School Environment

Table 10 indicates the degree to which features of the school and learning environment had changed or remained the same during the past two years. A mean of 3.0 indicated a particular feature was about the same now as two years ago; a value greater than 3.0 indicated that the feature had deteriorated during the past two years. The data showed that seven of the twenty-one features had a mean of 3.0 (about the same), twelve had deteriorated, and two had improved.

The greatest deterioration was present in: repair or replacement of things (3.4), money for professional development (3.4), class size (3.3), support for conference attendance (3.3), and money for supply teachers (3.3). The two areas that had improved during the past two years were: remedial programmes for students (2.8), and sports programmes (2.9).

Table 11 presents these same data in another way. The largest percentage of teachers reported no change (about the same) in the various features of the school and learning environment. If one compares the percentage of teachers reporting on improvement with the percentage of teachers reporting a deterioration, the latter was greater in fourteen instances and smaller in seven instances. The greatest deterioration was observed on: repair or replacement of things, money for professional development, the class size, money for supply teachers, support for conference attendance, and the amount of time teachers can spend with students. The greatest improvement was found for remedial programmes for students.

Table 10

How would you compare each of the following aspects of your school and its environment now with your experiences of two years ago (the 1980/81 school year)? Would you say they have greatly improved, stayed about the same, or greatly deteriorated? (Circle one on each line).

	Mean	S.D.	N
The classroom learning environment	3.0	.72	3068
Recreational programmes	3.0	.72	3048
Field trips	3.2	.81	3056
Cultural programmes	3.1	.72	3011
Lunch and cafeteria	3.0	.68	2779
Lunch room supervision	3.0	.62	2853
Student counseling services	3.0	.71	2925
Remedial programs for students	2.8	.86	3017
Amount of time teachers can spend with students	3.2	.69	3054
Sports programmes	2.9	.69	3029
Specialized arts programmes	3.1	.67	2984
Parental involvement in school programmes (trips, assistance in remedial programmes or lunch programmes)	3.0	.69	3045
Interest of parents in their children	3.0	.66	3062
Interest of parents in the school	3.1	.71	3040
The class size	3.3	.82	3032
Support for conference attendance	3.3	.70	3012
Money for supply teachers	3.3	.70	3003
Money for professional development	3.4	.77	3032
The library holdings	3.1	.75	3020
Gym or sports equipment	3.1	.73	3038
Repair or replacement of things	3.4	.77	3047

Table 11

How would you compare each of the following aspects of your school and its environment now with your experiences of two years ago (the 1980/81 school year)? Would you say they have greatly improved, stayed about the same, or greatly deteriorated? (Circle one on each line).

	Greatly or Somewhat Improved		About The Same		Somewhat or Greatly Deteriorated	
	N	%	N	%	N	%
The classroom learning environment	604	19.7	1952	63.6	512	16.7
Recreational programmes	554	18.2	1988	65.2	506	16.6
Field trips	388	12.7	1800	58.9	868	28.4
Cultural programmes	403	13.4	1960	65.1	648	21.5
Lunch and cafeteria	372	13.4	2041	73.4	366	13.2
Lunch room supervision	384	13.5	2187	76.7	282	9.9
Student counseling services	496	17.0	1971	67.4	458	15.7
Remedial programs for students	996	33.0	1491	49.4	530	17.5
Amount of time teachers can spend with students	270	8.8	2015	66.0	769	25.2
Sports programmes	600	19.8	2045	67.5	384	12.6
Specialized arts programmes	318	10.7	2123	71.1	543	18.2
Parental involvement in school programmes (trips, assistance in remedial programmes or lunch programmes)	435	14.3	2082	68.4	528	17.3
Interest of parents in their children	422	13.8	2096	68.5	544	17.8
Interest of parents in the school	454	14.9	1946	64.0	640	21.1
The class size	399	13.2	1590	52.4	1043	34.4
Support for conference attendance	202	6.7	2002	66.5	808	26.9
Money for supply teachers	157	5.2	2022	67.3	824	27.5
Money for professional development	206	6.8	1793	59.1	1033	34.1
The library holdings	459	15.2	1839	60.9	722	23.9
Gym or sports equipment	453	14.9	1945	64.0	640	21.1
Repair or replacement of things	228	7.5	1724	56.6	1095	35.9

Summary

The following summary comments seem warranted:

(1) The most pressing student problems and difficulties involved a lack of interest in learning and negative attitudes in the classroom (poor attendance, discipline problems, bad language).

(2) Many of these student problems and difficulties have increased over the past two years. Those showing the largest increases involved economic factors (families now on UIC, mothers returning to work, fathers moving away in search of work, students depressed about job prospects).

(3) In general, the school environment was seen as so-so or minimally adequate. Not one of the 21 items were rated as adequate by the total sample. The most adequate feature of the school environment involved the learning environment and aspects of the sports and recreational programs. The least adequate features involved repair or replacement of things and money for professional development.

(4) Most of the items dealing with the school environment had deteriorated in the previous two years. This was particularly true in regards to money to repair or replace things, increased class size, professional development and supply teachers to replace regular staff who are absent from school. The areas of deterioration would have a direct negative effect on student learning (larger class sizes, no teachers available when teacher is absent, no attendence at conferences) and a delayed effect as facilities and equipment become increasingly worn down.

School Guidance Counselors

Current Student Problems and Difficulties

The average frequency school guidance counselors reported experiencing each of 28 specific problems or difficulties in the 1982/83 school year is shown in Table 12. Ten problems produced a mean equal to or greater than 3.0 (sometimes). The six most common general problems were: students not prepared with assignments (3.7), student attendance problems (3.6); students not interested in learning (3.5); mothers of students returning to work (3.3); bad language from students (3.2) and students whose families have had to receive social assistance (3.2).

The six least common general problems were (1) students physically abusing teachers (1.4); students involved in pornography or prostitution (1.6); students not able to afford glasses or hearing aids (2.0), students unable to get dental work done (2.1), and students coming to school dirty (lice, greasy hair)(2.1).

Changes in Student Problems and Difficulties

Table 13 indicates the mean values showing degree of change in frequency of these problems now compared to two years ago. A mean of 3.0 represents no change; larger values represent an increased frequency now compared to two years ago. Twenty-one of the twenty-eight mean values were greater than 3.0; three were less than 3.0. In general, school guidance counsellors reported seeing student attitude and behavior problems and difficulties more frequently now than two years ago.

Table 14 shows the same data in another way. This table indicates the number and percentage of school guidance counselors who reported less frequent observation of a particular problem or difficulty, about the same frequency, and more frequent observation of a particular problem or difficulty. On 24 of the

Table 12

How frequently have you experienced each of these as problems or difficulties in your professional work during the past school year (September '82 to June '83).

	Mean	S.D.	N
Student attendance problems	3.6	.91	117
Student drug-related problems	2.4	.86	117
Student alcohol-related problems	2.5	.96	117
Bad language from the students	3.2	1.03	116
Students physically abusing students	2.6	.85	116
Students physically abusing teachers	1.4	.61	117
Students dropping out	2.9	1.11	116
Students not prepared with assignments	3.7	.83	114
Students depressed about job prospects	3.0	1.07	114
Students returning to school because they could not find jobs	2.8	1.26	114
Students tired because of part-time jobs	2.6	1.10	115
Students not able to afford to purchase supplies	2.5	.79	114
Students having to take part-time jobs to earn spending money	2.8	1.02	115
Students coming to school in dirty cloths	2.4	.74	114
Students coming to school dirty (lice, greasy hair)	2.1	.75	115
Students arguing with teachers	3.0	.81	116
Students without adequate lunch	2.7	.90	116
Students not interested in learning	3.5	.80	117
Students generally anxious or worried	3.2	.82	114
Students moving in with relatives	2.8	.73	114
Mothers of students returning to work	3.3	.94	111
Fathers of students moving away in search of work	2.6	.86	113
Students not able to afford glasses or hearing aids	2.0	.72	115
Students unable to get needed dental work done	2.1	.86	116
Students whose families have had to receive social assistance	3.2	.93	115
Students whose families have lost their homes	2.2	.74	113
Discipline in the classroom or school	3.1	.85	109
Students involved in pornography or prostitution	1.6	.75	115

Table 13

This section examines the degree to which some of the areas considered in the questionnaire have changed or remained the same during the past two years. How would you compare the frequency of each of the following events during the past year with your experience of two years ago (the September 1980 - June 1981 school year)? Would you say that these events have been much less frequent now than 2 years earlier, about the same frequency now as 2 years ago, or much more frequent now than 2 years earlier? (Circle one number on each line).

	Mean	S.D.	N
Student attendance problems	3.3	.70	114
Student drug-related problems	3.0	.70	113
Student alcohol-related problems	3.2	.66	114
Bad language from the students	3.3	.70	113
Students physically abusing students	3.1	.75	111
Students physically abusing teachers	2.8	.65	108
Students dropping out	2.9	.76	111
Students not prepared with assignments	3.4	.73	113
Students depressed about job prospects	3.6	.79	109
Students returning to school because they could not find jobs	3.6	.84	107
Students tired because of part-time jobs	3.2	.71	108
Students not able to afford to purchase supplies	3.2	.61	112
Students having to take part-time jobs to earn spending money	3.3	.63	106
Students coming to school in dirty cloths	3.0	.57	112
Students coming to school dirty (lice, greasy hair)	2.9	.53	111
Students arguing with teachers	3.3	.70	112
Students without adequate lunch	3.1	.49	112
Students not interested in learning	3.3	.78	112
Students generally anxious or worried	3.5	.70	113
Students moving in with relatives	3.3	.58	111
Mothers of students returning to work	3.6	.64	111
Fathers of students moving away in search of work	3.5	.72	111
Students not able to afford glasses or hearing aids	3.1	.55	110
Students unable to get needed dental work done	3.0	.62	109
Students whose families have had to receive social assistance	3.7	.56	112
Students whose families have lost their homes	3.3	.57	110
Discipline in the classroom or school	3.3	.71	110
Students involved in pornography or prostitution	3.0	.48	108

Table 14

This section examines the degree to which some of the areas considered in the questionnaire have changed or remained the same during the past two years. How would you compare the frequency of each of the following events during the past year with your experiences of two years ago (the September 1980 - June 1981 school year)? Would you say that these events have been much less frequent now than 2 years earlier, about the same frequency now as 2 years ago, or much more frequent now than 2 years earlier? (Circle one number on each line).

	Much Less or Less Freq. Now		About The Same Now		More or Much More Frequent Now	
	N	%	N	%	N	%
Student attendance problems	12	10.5	65	57.0	38	32.5
Student drug-related problems	25	22.1	67	59.3	21	18.6
Student alcohol-related problems	10	8.8	69	60.5	35	30.7
Bad language from the students	10	8.8	60	53.1	43	38.0
Students physically abusing students	13	11.7	78	70.3	20	18.0
Students physically abusing teachers	16	14.8	86	79.6	6	5.6
Students dropping out	31	27.9	60	54.1	20	18.0
Students not prepared with assignments	4	3.5	63	55.8	46	40.7
Students depressed about job prospects	5	4.6	39	35.8	65	59.6
Students returning to school because they could not find jobs	6	5.6	38	35.5	63	58.8
Students tired because of part-time jobs	7	6.5	74	68.5	27	25.0
Students not able to afford to purchase supplies	6	5.4	75	67.0	31	27.7
Students having to take part-time jobs to earn spending money	3	2.8	66	62.3	37	34.9
Students coming to school in dirty cloths	14	12.5	85	75.9	13	11.6
Students coming to school dirty (lice, greasy hair)	16	14.4	85	76.6	10	9.0
Students arguing with teachers	7	6.3	68	60.7	37	33.1
Students without adequate lunch	7	6.3	84	75.0	21	18.8
Students not interested in learning	11	9.8	62	55.4	39	34.8
Students generally anxious or worried	3	2.7	59	52.2	51	45.2
Students moving in with relatives	2	1.8	78	70.3	31	27.9
Mothers of students returning to work	1	0.9	50	45.0	60	54.0
Fathers of students moving away in search of work	3	2.7	60	54.1	48	43.2
Students not able to afford glasses or hearing aids	7	6.4	88	80.0	15	13.6
Students unable to get needed dental work done	11	10.1	85	78.0	13	11.9
Students whose families have had to receive social assistance	0	0.0	37	33.0	75	67.0
Students whose families have lost their homes	4	3.6	67	60.9	39	35.5
Discipline in the classroom or school	7	6.4	68	61.8	35	31.9
Students involved in pornography or prostitution	6	5.6	95	88.0	7	6.5

28 problems, the largest number of counselors saw the frequency today about the same as -two years ago; the other 4 problems had the largest number of counselors reporting more frequent problems today than two years ago (students depressed about job prospects, students returning to school because they could not find jobs, mothers of students returning to work, and students whose families have had to receive social assistance).

On 23 of the 28 problems, school guidance counselors reported more frequent than less frequent occurrences of problems and difficulties. The largest differences between these two were on: fathers moving away in search of work (40.5%), students generally anxious or worried (42.5%), students not prepared with assignments (37.2%), students whose families have lost their homes (31.9%), and students having to take part-time jobs to earn spending money (32.1%).

The five problems that were reported less frequently now than two years ago included: drug-related problems; students physically abusing teachers; students coming to school in dirty clothes, students coming to school dirty (lice, greasy hair), and students dropping out.

Problems Discussed in Counseling Sessions

Table 15 indicates the frequency particular problems were discussed in counseling sessions with students. The top five most frequently discussed problems were: poor school performance (4.1), arguments with parents (3.8), parental separation (3.0), parental fighting (2.8), and divorce of parents (2.8). The least common problems include: pornography (1.2), unable to afford dental care, glasses (1.5), fear about mother losing her job (1.7), father absent seeking work (1.8), and unable to afford books, lunches (1.8). The most commonly discussed problems do not appear to be directly related to economic concerns.

Table 15

How frequently were each of these problem areas discussed in your counseling sessions with the students? (Check one number on each line).

Problem Area	Mean	S.D.	N
Parental fighting	2.8	1.10	112
Parental separation	3.0	1.13	112
Divorce of parents	2.8	1.11	112
Father unemployed, laid-off	2.4	1.01	112
Mother unemployed, laid-off	2.1	.96	112
Shortage of money	2.7	1.17	110
Having to get a part-time job	2.5	1.17	110
Unable to afford books, lunches	1.8	.87	110
Unable to afford clothes	1.9	1.00	107
Arguments with parents	3.8	1.08	111
Being beaten by parents	2.1	1.00	112
Sex and sexuality	2.7	1.12	112
Depressed about poor job prospects	2.6	1.30	109
Psychosomatic complaints	2.5	1.04	112
Health problems	2.5	.89	111
Unable to afford dental care, glasses	1.5	.86	110
Fear about father losing his job	2.0	1.05	111
Fear about mother losing her job	1.7	.96	110
Drug-related	2.3	1.05	111
Alcohol-related	2.5	1.13	112
Poor school performance	4.1	.80	112
Family on welfare	2.2	1.08	111
Pregnancy	2.0	1.07	110
Self-destructive thoughts, suicide	2.3	1.11	112
Loss of home, having to move	1.9	.98	110
Father absent seeking work	1.8	.98	110
Pornography	1.2	.43	109

Changes in Problems Discussed in Counseling Sessions

Table 16 indicates whether school guidance counselors noted any changes in the frequency these problems were discussed today compared to two years ago. A mean of 3.0 indicates no change during the two year period; values greater than 3.0 indicate a particular problem was discussed more frequently today than two years ago. Only one value (pornography, 2.9) was less than 3.0; twenty-five were greater than 3.0; and one (unable to afford dental care, glasses) was at 3.0.

The greatest increases in problem frequency were found for: depressed about job prospects (3.7), poor school performance (3.7), father laid off (3.6), shortage of money (3.6), and arguments with parents (3.6).

Table 17 considers the same data from another perspective. It shows the number and percentage of guidance counselors indicating whether the frequency of a given problem or difficulty was more frequent, as frequent, or less frequent today compared to two years ago. Twenty-one of the 28 problems were seen as being about the same frequency today as two years ago. Only one problem (pornography) was reported less frequent now than two years ago. Seven problems were more frequent today than two years ago: parental separation; divorce of parents; father unemployed, laid off; mother unemployed, laid off; shortage of money; depressed about job prospects; and poor school performance.

If one compares only the percentages falling in the more frequent now column with those falling in the less frequent now column, 27 of the 28 problems (the exception being pornography) were reported to be more frequent now.

Table 16

This section examines the extent to which some of the problem areas discussed in your counseling sessions with students have changed or remained the same during the past two years. How would you compare the frequency that these problem areas were discussed in counseling sessions during the past year with your experience of 2 years ago (the September 1980 - June 1981 school year)? Are these problem areas discussed much less frequently now than 2 years ago, discussed with about the same frequency now as 2 years ago, or discussed much more frequently now than 2 years ago? (Circle one number on each line).

	Mean	S.D.	N
Parental fighting	3.4	.54	97
Parental separation	3.5	.54	97
Divorce of parents	3.5	.60	96
Father unemployed, laid-off	3.6	.70	96
Mother unemployed, laid-off	3.4	.64	97
Shortage of money	3.6	.67	96
Having to get a part-time job	3.4	.75	93
Unable to afford books, lunches	3.1	.61	97
Unable to afford clothes	3.1	.62	97
Arguments with parents	3.6	.75	97
Being beaten by parents	3.1	.61	97
Sex and sexuality	3.3	.70	97
Depressed about poor job prospects	3.7	.88	92
Psychosomatic complaints	3.4	.65	97
Health problems	3.2	.56	97
Unable to afford dental care, glasses	3.0	.58	95
Fear about father losing his job	3.3	.76	96
Fear about mother losing her job	3.2	.70	95
Drug-related	3.2	.82	93
Alcohol-related	3.4	.72	97
Poor school performance	3.7	.77	95
Family on welfare	3.4	.79	92
Pregnancy	3.1	.72	93
Self-destructive thoughts, suicide	3.4	.67	95
Loss of home, having to move	3.2	.69	94
Father absent seeking work	3.3	.72	96
Pornography	2.9	.55	94

Table 17

This section examines the extent to which some of the problem areas discussed in your counseling sessions with students have changed or remained the same during the past two years. How would you compare the frequency that these problem areas were discussed in counseling sessions during the past year with your experience of 2 years ago (the September 1980 - June 1981 school year)? Are these problem areas discussed much less frequently now than 2 years ago, discussed with about the same frequency now as 2 years ago, or discussed much more frequently now than 2 years ago? (Circle one number on each line).

	Much Less or Less Freq. Now		About The Same Now		More Now or Much More Frequently Now	
	N	%	N	%	N	%
Parental fighting	0	0.0	59	60.8	38	39.2
Parental separation	0	0.0	47	48.5	50	51.6
Divorce of parents	1	1.0	46	49.0	49	50.1
Father unemployed, laid-off	1	1.0	43	44.8	52	54.2
Mother unemployed, laid-off	2	2.1	59	60.8	36	37.1
Shortage of money	1	1.0	43	44.8	52	54.2
Having to get a part-time job	4	4.3	53	57.0	36	38.7
Unable to afford books, lunches	7	7.2	73	75.3	17	17.5
Unable to afford clothes	6	6.2	70	72.2	21	21.6
Arguments with parents	2	2.1	49	50.5	46	47.4
Being beaten by parents	7	7.2	72	74.2	18	18.5
Sex and sexuality	3	3.1	64	66.0	30	30.9
Depressed about poor job prospects	3	3.3	36	39.1	53	57.6
Psychosomatic complaints	3	3.1	57	58.8	37	38.1
Health problems	4	4.1	73	75.3	20	20.7
Unable to afford dental care, glasses	10	10.5	75	78.9	10	10.6
Fear about father losing his job	4	4.2	58	60.4	34	36.4
Fear about mother losing her job	4	4.2	66	69.5	25	26.4
Drug-related	14	15.1	49	52.7	30	32.3
Alcohol-related	5	5.2	54	55.7	38	39.2
Poor school performance	1	1.1	44	45.1	51	53.7
Family on welfare	5	5.4	50	54.3	37	40.2
Pregnancy	10	10.8	69	74.2	14	15.1
Self-destructive thoughts, suicide	6	6.3	48	50.5	41	43.2
Loss of home, having to move	5	5.3	64	68.1	25	26.6
Father absent seeking work	6	6.3	61	63.5	29	30.2
Pornography	9	9.6	83	88.3	2	2.2

Student Referrals and Assistance

Table 18 indicates the frequency that school guidance counselors referred students to social service agencies (agencies, psychologists and psychiatrists, medical services), and provided a sympathetic ear, lunch or clothing for students during the past year. On average, school guidance counselors reported referring students to external social service agencies between 5-10 times during the past year; they referred students to psychologists and psychiatrists about 5 times; they referred students to medical services about 5 times; they provided a sympathetic ear for students over 25 times; they provided lunch for students about 5 times; and they provided clothing for students almost never.

Changes in Student Referrals and Assistance

Table 19 indicates whether school guidance counselors observed any changes in their referral and assistance activities now compared to two years ago. A mean of 3.0 indicates no change during the time period; a value greater than 3.0 indicates more referral and concrete assistance activities. All 6 values are equal to or greater than 3.0. Thus school guidance counselors are engaged in more referral activities now and more frequently provide a sympathetic ear to troubled students. School guidance counselors provide lunches and clothing to students about as often now as two years ago.

Table 20 shows the same data in another way. This table indicates whether school guidance counselors reported more frequent, less frequent, or the same frequency of referral and concrete assistance activities. The largest response fell in the 'about the same now' column for five of the activities. Providing a sympathetic ear for a worried or troubled student, however, was reported much more frequently now. If one compares the less frequent now column with the more frequent now column, the data suggests a dramatic increase in referrals to outside agencies and providing a sympathetic ear to troubled students. School

Table 18

How frequently have you had to do each of the following during the past year? (Check one on each line).

	Mean	S.D.	N
a) Refer a student to a social service agency	2.9	.92	111
b) Refer a student to a psychologist or psychiatrist	2.7	.91	110
c) Refer a student to a medical service	2.4	.82	110
d) Provide a sympathetic ear for a troubled or worried student	4.7	.76	111
e) Provide lunch for a student	1.8	.83	110
f) Provide clothing for a student	1.4	.61	111

Table 19

Have there been any changes in how frequently you have had to do each of the following during the past year compared to your experiences two years ago (1980/81 school year)? (Circle one number on each line)

	Mean	S.D.	N
a) Refer a student to a social service agency	3.5	.69	98
b) Refer a student to a psychologist or psychiatrist	3.4	.59	98
c) Refer a student to a medical service	3.2	.50	98
d) Provide a sympathetic ear for a troubled or worried student	3.9	.79	98
e) Provide lunch for a student	3.0	.61	96
f) Provide clothing for a student	3.0	.64	97

Table 20

Have there been any changes in how frequently you have had to do each of the following during the past year compared to your experiences two years ago (1980/81 school year)? (Circle one number on each line).

	Much Less or Less Freq. Now		About The Same Now		More Now or Much More Frequently Now	
	N	%	N	%	N	%
a) Refer a student to a social service agency	2	2.0	52	53.1	44	44.9
b) Refer a student to a psychologist or psychiatrist	1	1.0	58	59.2	39	39.8
c) Refer a student to a medical service	2	2.0	76	77.6	20	20.4
d) Provide a sympathetic ear for a troubled or worried student	0	0.0	34	34.7	64	65.4
e) Provide lunch for a student	7	7.3	75	78.1	14	14.5
f) Provide clothing for a student	9	7.6	78	66.1	10	10.4

guidance counselors reported only a slight increase in providing lunch and clothing to students.

Summary

The following comments are offered in summary:

(1) School guidance counselors reported more student problems or difficulties than did teachers. This may result from the position they fill within the school. That is, they may be more aware of student problems or difficulties than are other school personnel.

(2) The most common current problems, as was the case of teachers, involved an unwillingness and inability of students to learn. Economic-related problems were also commonly reported by school guidance counselors.

(3) School guidance counselors reported increases on a majority of student problems during the past two years. Problem areas showing the greatest increase had an economic basis (depressed about job prospects, returning to school because students could not find jobs, mothers of students returning to work).

(4) The most common student problems discussed in counseling sessions involved family difficulties and poor school performance. Issues in the family (divorce, separation, conflict) appear to be widespread sources of distress among students.

(5) School guidance counselors reported marked increases in frequency of the vast majority of student problems. The greatest increases were revealed on family problems, school performance problems and economic-related problems.

(6) Although school guidance counselors may have made relatively few student referrals to outside agencies, they indicated that they very frequently provided a helping, listening and supportive role for students.

(7) School guidance counselors reported more frequent student referrals and active helping now than two years ago. The school guidance counselors, and by implication the schools themselves, seem to be dealing with both school and personal (ie., family) problems more frequently now, and teachers appeared to be functioning as social workers in some cases.

Principals

Current Student Problems and Difficulties

Table 21 indicates the relative frequency school principals experienced each of 28 general student problems or difficulties during 1982/83. Only two problems (students not prepared with assignments, students not interested in learning) had a mean equal to or greater than 3.00 (sometimes). The next most frequent problems, in descending order, were: student attendance problems (2.9), mothers of students returning to work (2.9), bad language from students (2.8) and students whose families have had to receive social assistance (2.8).

The least frequent problems or difficulties were: students physically abusing teachers (1.2), students involved in pornography or prostitution (1.3), student drug-related problems (1.6), student alcohol-related problems (1.7), students returning to school because they could not find jobs (1.7), and students tired because of part-time jobs (1.7).

Table 21

How frequently have you experienced each of these as problems or difficulties in your professional work during the past school year (September '82 to June '83).

	Mean	S.D.	N
Student attendance problems	2.9	1.07	378
Student drug-related problems	1.6	.79	377
Student alcohol-related problems	1.7	.88	374
Bad language from the students	2.8	.86	376
Students physically abusing students	2.5	.84	375
Students physically abusing teachers	1.2	.49	375
Students dropping out	2.0	1.13	374
Students not prepared with assignments	3.3	.81	374
Students depressed about job prospects	2.0	1.10	362
Students returning to school because they could not find jobs	1.7	1.05	355
Students tired because of part-time jobs	1.7	.94	358
Students not able to afford to purchase supplies	2.1	.86	374
Students having to take part-time jobs to earn spending money	2.0	.96	362
Students coming to school in dirty cloths	2.4	.84	369
Students coming to school dirty (lice, greasy hair)	2.1	.81	373
Students arguing with teachers	2.5	.81	375
Students without adequate lunch	2.4	.86	371
Students not interested in learning	3.0	.72	377
Students generally anxious or worried	2.6	.69	375
Students moving in with relatives	2.4	.87	369
Mothers of students returning to work	2.9	.88	368
Fathers of students moving away in search of work	2.4	.80	369
Students not able to afford glasses or hearing aids	1.8	.71	372
Students unable to get needed dental work done	1.9	.76	371
Students whose families have had to receive social assistance	2.8	.97	371
Students whose families have lost their homes	1.9	.70	365
Discipline in the classroom or school	2.7	.93	364
Students involved in pornography or prostitution	1.3	.55	372

Changes in Student Problems and Difficulties

Table 22 indicates the degree to which the frequency of these 28 problems had changed or remained the same during the preceding two years. A mean of 3.0 represents about the same frequency; values greater than 3.0 indicate greater frequency now than two years ago. Fifteen of the 28 means exceeded 3.0; seven were 3.0, and six were below 3.0.

The problems with the largest increases during the past two years were: students whose families have had to receive social assistance (3.4), mothers of students returning to work (3.4), fathers of students moving away in search of work (3.3), and students depressed about job prospects (3.3).

Problems with the largest decreases were: students physically abusing teachers (2.7), student drug-related problems (2.8), students dropping out (2.8), student alcohol-related problems (2.9), students coming to school dirty (lice, greasy hair) (2.9) and students involved in pornography or prostitution (2.9).

These data are presented another way in Table 23. These data show, for each of the 28 problems, whether the problem was more frequent, less frequent, or about as frequent now, compared with two years ago. In all 28 cases, the greatest number of principals fell in the "about the same now" category. Thus most school principals saw these problems generally being as frequent now as two years ago.

If one compares the percentages of school principals who reported more frequent or less frequent observations of the specific problems, 19 problems were more frequent now than two years ago while 9 were less frequent now than two years ago. Problems showing the largest increases were: mothers of students returning to work, students whose families have had to receive social

Table 22

This section examines the degree to which some of the areas considered in the questionnaire have changed or remained the same during the past two years. How would you compare the frequency of each of the following events during the past year with your experiences of two years ago (the September 1980 - June 1981 school year)? Would you say that these events have been much less frequent now than 2 years earlier, about the same frequency now as 2 years ago, or much more frequent now than 2 years earlier? (Circle one number on each line).

	Mean	S.D.	N
Student attendance problems	3.0	.61	361
Student drug-related problems	2.8	.65	340
Student alcohol-related problems	2.9	.63	340
Bad language from the students	3.2	.73	360
Students physically abusing students	3.0	.71	358
Students physically abusing teachers	2.7	.69	327
Students dropping out	2.8	.63	335
Students not prepared with assignments	3.2	.61	359
Students depressed about job prospects	3.3	.66	330
Students returning to school because they could not find jobs	3.2	.64	325
Students tired because of part-time jobs	3.0	.50	332
Students not able to afford to purchase supplies	3.1	.55	346
Students having to take part-time jobs to earn spending money	3.1	.53	333
Students coming to school in dirty cloths	3.0	.49	357
Students coming to school dirty (lice, greasy hair)	2.9	.55	346
Students arguing with teachers	3.1	.67	352
Students without adequate lunches	3.0	.50	354
Students not interested in learning	3.2	.59	357
Students generally anxious or worried	3.2	.55	352
Students moving in with relatives	3.2	.56	349
Mothers of students returning to work	3.4	.66	352
Fathers of students moving away in search of work	3.3	.62	354
Students not able to afford glasses or hearing aids	3.0	.45	345
Students unable to get needed dental work done	3.0	.52	342
Students whose families have had to receive social assistance	3.4	.64	353
Students whose families have lost their homes	3.2	.61	342
Discipline in the classroom or school	3.1	.67	356
Students involved in pornography or prostitution	2.9	.49	327

Table 23

This section examines the degree to which some of the areas considered in the questionnaire have changed or remained the same during the past two years. How would you compare the frequency of each of the following events during the past year with your experiences of two years ago (the September 1980 - June 1981 school year)? Would you say that these events have been much less frequent now than 2 years earlier, about the same frequency now as 2 years ago, or much more frequent now than 2 years earlier? (Circle one number on each line).

	Much Less or Less Freq. Now		About The Same Now		More Now or Much More Frequent Now	
	N	%	N	%	N	%
Student attendance problems	43	11.9	264	73.1	54	15.0
Student drug-related problems	71	20.9	241	70.9	28	8.2
Student alcohol-related problems	49	14.4	254	74.7	37	10.9
Bad language from the students	37	10.3	211	58.6	112	31.2
Students physically abusing students	57	15.9	243	67.9	58	16.2
Students physically abusing teachers	55	16.8	265	81.0	7	2.1
Students dropping out	70	20.9	250	74.6	15	4.5
Students not prepared with assignments	25	7.0	243	67.7	91	25.3
Students depressed about job prospects	13	3.9	215	65.2	102	30.9
Students returning to school because they could not find jobs	14	4.3	234	72.0	77	23.7
Students tired because of part-time jobs	13	3.9	283	85.2	36	10.8
Students not able to afford to purchase supplies	15	4.3	265	76.6	66	19.1
Students having to take part-time jobs to earn spending money	11	3.3	274	82.3	48	14.4
Students coming to school in dirty clothes	31	8.7	297	83.2	29	8.1
Students coming to school dirty (lice, greasy hair)	36	10.4	284	82.1	26	7.5
Students arguing with teachers	42	11.9	229	65.1	81	23.0
Students without adequate lunches	21	5.9	289	81.6	44	12.4
Students not interested in learning	25	7.0	239	66.9	93	26.0
Students generally anxious or worried	15	4.3	255	72.4	82	23.3
Students moving in with relatives	10	2.9	258	73.9	81	23.2
Mothers of students returning to work	13	3.7	176	50.0	163	46.3
Fathers of students moving away in search of work	13	3.7	226	63.8	115	32.5
Students not able to afford glasses or hearing aids	22	6.4	305	88.4	18	5.2
Students unable to get needed dental work done	27	7.9	289	84.5	26	7.6
Students whose families have had to receive social assistance	10	2.8	193	54.7	150	42.5
Students whose families have lost their homes	14	4.1	250	73.1	78	22.8
Discipline in the classroom or school	44	13.8	232	65.2	80	22.4
Students involved in pornography or prostitution	23	7.0	293	89.6	11	3.4

assistance, fathers of students moving away in search of work, students depressed about job prospects, and students moving in with relatives. Problems showing the largest decreases during this time were: students dropping out, drug-related problems, and students physically abusing teachers.

Student Referrals and Vandalism

Table 24 presents the frequency principals observed particular events (acts of vandalism, student referrals to social service agencies, financial difficulties) during the 1982/83 school year. A mean value of 3.0 is anchored by the definition "sometimes". All mean values were less than 3.0. The most frequently observed event was referring students to psychologists (2.8), followed by referring students to social agencies (2.6) and medical services (2.5). Bomb scares (1.2) and obscene calls to the school (1.4) were rarely observed during the past year.

Changes in Student Referrals and Vandalism

Table 25 indicates whether school principals had observed any changes in these events or behaviors during the past two years. A mean value of 3.0 represents no change during this time period; values greater than 3.0 represent more frequent observations of these events or behaviors now as opposed to two years ago. Six of the 10 values exceed 3.0; one is at 3.0, and three fell below 3.0.

The following were more common now: referring students to medical services (3.3), referring students to psychologists (3.2), asking parents or students to pay for things the school used to provide (3.2), lack of money for supply teachers (3.1), referring students to medical services (3.1), and asking parents to come to school with their children (3.1). Problems that were reported to be less frequent now included: bomb scares (2.7), obscene calls to the school (2.8), and police called to the school (2.9).

Table 24

PART V Answer this part if you are a School Principal (Vice-Principal or Assistant Principal).

1. We would like your views on how frequently you have observed or been aware of the following events during the 1982/83 school year (September - June).

	Mean	S.D.	N
Bomb scares	1.2	.48	357
Police called to the school	1.9	.82	358
Obscene calls to the school	1.4	.64	350
Asking parents or students to pay for things the school used to provide	2.2	1.00	355
Asking parents to come to school with their children	2.5	.90	351
Lack of money for supply teachers	2.0	1.14	349
Referring students to psychologists	2.8	.78	357
Referring students to social agencies	2.6	.84	356
Referring students to medical services	2.6	.73	354
Acts of vandalism	2.5	.80	358

Table 25

Have there been any changes in how frequently you have observed or had to do each of the following during the past year compared to your experiences two years ago (1980/81 school year)? That is, are these incidences less common, about as common or more common today than they were 2 years ago. (Circle one number on each line).

	Mean	S.D.	N
Bomb scares	2.7	.69	331
Police called to the school	2.9	.54	336
Obscene calls to the school	2.8	.58	322
Asking parents or students to pay for things the school used to provide	3.2	.69	341
Asking parents to come to school with their children	3.1	.58	342
Lack of money for supply teachers	3.1	.69	332
Referring students to psychologists	3.2	.64	344
Referring students to social agencies	3.3	.65	342
Referring students to medical services	3.1	.56	341
Acts of vandalism	3.0	.75	345

These same data are presented in another way in Table 26. The large majority of principals reported each of the 10 events to be about the same now as two years ago. If one considers only those principals who observed a change, six events were more frequent now, and four were less frequent now. Bomb scares appeared to be less frequent now compared to two years ago. Asking parents or students to pay for things the school used to provide, and referring students to psychologists and medical services seemed to be more frequent now.

Summary

(1) Principals experienced fewer student problems or difficulties than did school guidance counselors and teachers. The student problems they reported more frequently were similar to those reported by school guidance counselors and teachers (an erosion in interest in learning, families impacted negatively by the economy).

(2) Principals reported increases in most of these problems during the past two years. Problems showing the greatest increases had an economic basis (families on welfare, mothers of students returning to work, fathers moving away in search of work).

(3) Principals reported relatively few hostile acts by students, acts of vandalism and student referrals. But most of these (student referrals, parents having to provide resources that the school formerly provided) had increased over the past two years.

(4) The role of school principals resulted in their reporting modest negative impacts of the economic recession on the students and their schools. It is not clear whether or not this resulted from their less direct and reduced contact with students.

Table 26

Have there been any changes in how frequently you have observed or had to do each of the following during the past year compared to your experiences two years ago (1980/81 school year)? That is, are these incidences less common, about as common or more common today than they were 2 years ago. (Circle one number on each line).

	Much Less or Less Freq. Now		About The Same Now		More Now or Much More Frequently Now	
	N	%	N	%	N	%
Bomb scares	66	20.0	261	78.9	4	1.2
Police called to the school	31	9.3	281	83.6	24	7.1
Obscene calls to the school	38	11.8	272	84.5	12	3.7
Asking parents or students to pay for things the school used to provide	18	5.3	213	62.5	110	32.3
Asking parents to come to school with their children	18	5.2	254	74.3	70	20.5
Lack of money for supply teachers	22	6.6	242	72.9	68	20.5
Referring students to psychologists	16	7.0	224	63.1	104	30.2
Referring students to social agencies	12	3.5	223	65.2	107	31.2
Referring students to medical services	22	6.4	270	79.2	49	14.4
Acts of vandalism	67	19.5	213	61.7	65	18.8

Impact of Socio-Economic and Demographic Factors

Let us now consider additional analyses which examined the effects of socio-economic and demographic factors on the potential impact of the economic recession on the quality of education. These factors include: (1) a comparison of the experiences of teachers, school guidance counselors and principals, (2) current level of unemployment, (3) duration of chronic high unemployment, (4) provincial and territorial differences, (5) 'have' vs 'have-not' provinces, (6) school level or grade, (7) type of school, (8) community size, (9) social class of students, and (10) occupational level of parents of students. It should be noted that these factors were significantly related to each other in some cases.

Principals, Teachers and Guidance Counselors

This section addresses the question of whether teachers, guidance counselors and principals reported similar or different experiences in their school settings. The three groups of respondents were compared using a one-way analysis of variance. These data are presented in Table 27. Considering characteristics that might be considered indicators of the economic well-being of the school community and the students, few significant group differences were found (e.g., social class, level of parents occupation, number of fathers unemployed, current level of unemployment, whether or not unemployment was chronic). Guidance counselors and teachers did, however, report higher levels of maternal employment than did principals. We expected few differences here.

There were significant group differences on the measures of student well-being, and the effects of the economic recession on the students, their families, and the local community. Thus teachers and guidance counselors reported greater negative effects of the economic recession on students, their families, schools and the local community than did principals. In addition, school guidance counselors reported more current student problems, and a greater

Table 27

A Comparison of Teachers, Guidance Counselors and Principals

Economic Characteristics	Teachers	Guidance Counselors	Principals	F
Social of students	3.5	3.4	3.5	N.S.
Occupational level of parents	4.5	4.2	4.5	N.S.
Fathers unemployed	3.4	3.5	3.4	N.S.
Mothers employed	5.8^{a}	6.2^{b}	5.4^{ab}	.009
Unemployment level	2.8	2.8	3.0	N.S.
Chronic unemployment	3.2	3.3	3.1	N.S.
Quality of Education				
Impact of economic recession	14.9^{a}	15.2^{b}	14.0^{ab}	.001
Current student problems	63.1^{a}	76.9^{ab}	62.6^{b}	.001
Increase in student problems	87.7^{a}	90.9^{ab}	86.2^{b}	.003

Note: Values with the same superscript are significantly different from each other at the .05 level of confidence.

increase in frequency of these problems during the preceding two years than did teachers and principals. Although the differences were not statistically significant, principals reported fewer current student problems and a smaller increase in these problems in the preceding two years than did teachers.

Current Level of Unemployment

Table 28 compares three groups of respondents: those reporting that the unemployment rate in the community in which their school is located was higher than the official unemployment rate in Canada; those reporting about the same rate of unemployment; and those reporting that the unemployment rate in the community in which their school is located was lower than the official unemployment rate in Canada. Once again, one-way analyses of variance was used.

Each indicator of economic health yielded statistically significant group differences. All three groups were significantly different on four of the six measures, and the higher unemployment group was significantly different from one or both of the other groups on the remaining two measures. Thus communities with higher rates of unemployment were more likely to be of lower social class residents, with more fathers unemployed, a longer history of high levels of unemployment and exhibiting more negative impacts from the recent economic recession. Levels of maternal employment were also significantly lower in those communities with higher levels of unemployment.

Let us now consider the perceptions of the students and their quality of education. Guidance counselors reported more current problems in their counseling sessions with their students in higher unemployment communities than in lower unemployment communities. School principals reported significantly more acts of vandalism in higher unemployment communities than in lower unemployment communities. Teachers reported both a lower quality of education environment and fewer resources, and a greater deterioration of the educational

Table 28

Current Levels of Unemployment

	Higher	Equal	Lower	F
Economic Characteristics				
Social class of students	3.8[ab]	3.6[ac]	3.2[bc]	.001
Occupational level of parents	5.2[ab]	4.6[ac]	3.8[bc]	.001
Fathers unemployed	4.4[ab]	3.4[ac]	2.6[bc]	.001
Mothers employed	5.6[ab]	6.1[a]	5.9[b]	.001
Chronic unemployment	1.8[a]	2.1[a]	1.8	.05
Impact of recession	16.3[ab]	15.1[ac]	13.2[bc]	.001
School Guidance Counselors				
Referrals and concrete assistance	14.2	13.4	12.8	N.S.
Increases in referrals and concrete assistance	19.7	19.5	19.1	N.S.
Frequency of problems in counseling	62.0[a]	58.9	52.9[a]	.05
Increase in frequency of problems	87.9	87.9	86.8	N.S.
Principals				
Acts of vandalism	22.5[a]	22.5	20.8[a]	.01
Increases in acts of vandalism	30.5	30.8	30.2	N.S.
Teachers				
Learning environment and resources	63.0[ab]	67.5[ac]	70.1[bc]	.001
Deterioration in learning environment	66.1[a]	65.4[b]	64.2[ab]	.001
Total Sample				
Student problems	69.1[ab]	64.0[ac]	59.3[bc]	.001
Increases in student problems	89.0[a]	88.4[b]	86.8[ab]	.001

Note: Values with the same superscript are significantly different from each other at the .05 level of confidence.

environment and resources in higher unemployment communities. Finally, all three groups of educators reported more student problems in higher than equal unemployment communities, and more frequent student problems in equal unemployment than lower unemployment communities. The total sample also reported greater increases in the frequency of student problems in both higher and equal unemployment communities than in lower unemployment communities.

Duration of High Unemployment

Respondents in areas of high unemployment indicated whether this high unemployment in their community was chronic (past 10 years or more) short term (past 2 to 10 years) or of recent origin (within the past year only). These data are presented in Table 29.

Several consistent and statistically significant differences were present on the economic characteristics of the students and the community. Students from areas of chronic high unemployment were of lower social class than students from short-term or recent high unemployment areas; students from both chronic and short-term high unemployment areas had parents from lower occupational levels than did students from recent high unemployment areas; students had more fathers unemployed when their area had chronic high unemployment than recent high unemployment; and fewer mothers were employed under chronic high unemployment than either short-term or recent high unemployment. The present employment rate was high in all cases, and the impact of the economic recession was similar in all three cases.

No significant differences were observed in the experiences of the school guidance counselors. School principals reported a greater number of acts of vandalism under both short-term and recent high unemployment than under chronic high unemployment. No differences in changes in acts of vandalism during the preceding two years were present.

Table 29

Duration of High Unemployment

	Chronic	Short Term	Recent	F
Economic Characteristics				
Social Class	3.9[ab]	3.7[a]	3.6[b]	.001
Occupational level of parents	5.3[a]	5.1[b]	4.5[ab]	.001
Fathers unemployed	4.5[a]	4.2	3.9[a]	.005
Mothers employed	5.2[ab]	5.9[a]	6.1[b]	.001
Unemployment rate	1.1	1.1	1.2	N.S.
Impact of economic recession	16.0	16.4	15.8	N.S.
Guidance Counselors				
Referrals and concrete assistance	14.0	14.2	13.5	N.S.
Increase in referrals and concrete assistance	18.8	20.9	19.8	N.S.
Frequency of problems in counseling	60.4	63.4	61.1	N.S.
Increase in problems in counseling	84.6	92.0	91.7	N.S.
Principals				
Acts of vandalism	21.0[ab]	23.8[a]	23.7[b]	.005
Increase in vandalism	6.2	6.6	6.6	N.S.
Teachers				
Learning environment and resources	62.4	63.8	63.5	N.S.
Deterioration in environmental resources	65.2[a]	66.3	67.5[b]	.01
Total Sample				
Student problems	70.2[a]	68.7	66.1[a]	.005
Increases in student problems	97.8[a]	89.7	90.3[a]	.05

Note: Values with the same superscript are significantly different from each other at the .05 level of confidence.

Teachers reported no differences in their present learning environment and resources in the three groups. However, teachers reported a greater deterioration in learning environment and resources during the past two years under high recent unemployment than chronic high unemployment.

Finally, the total sample (teachers, school guidance counselors, principals) reported more general student problems in chronic high unemployment areas than in recent high unemployment areas, but a greater change (increase) in the frequency of these student problems in recent high unemployment areas than chronic high unemployment areas.

Table 30 looks at these same data employing a slightly different way of forming the chronic and recent high unemployment groups. It considered, first, only those respondents whose communities had an unemployment rate "somewhat higher" than 12% (the official Canadian unemployment rate at the time of the study), and, second, considered 5 years or more as chronic versus 5 years or less.

The pattern resembles that shown in Table 29, but with some important differences. First, a similar pattern was present on the economic factors. That is, chronic high unemployment was associated with lower social class of students, lower occupational levels of parents, more fathers unemployed and fewer mothers employed. Impact of the current economic recession was similar in both chronic and recent high unemployment groups.

Second, considering school guidance counselors, there were no differences in student referrals or concrete assistance provided by counselors, or in the frequency with which particular problems were discussed by students in their counseling sessions during the present school year. But greater increases in both of these areas were present when high unemployment was a recent rather than a chronic factor.

Table 30

Chronic High Compared to Recent High Unemployment

	Chronic	Recent	P
Economic Characteristics			
Social class	4.0	3.7	.001
Occupational level of parents	5.4	5.0	.001
Fathers unemployed	4.6	4.2	.001
Mothers employed	5.2	5.8	.001
Impact of recession	16.3	16.4	N.S.
Guidance Counselors			
Referrals and concrete assistance	14.2	14.2	N.S.
Increase in referrals and concrete assistance	18.8	20.6	.05
Student problems in counseling	61.2	62.7	N.S.
Increase in student problems in counseling	83.8	92.3	.05
Principals			
Vandalism	21.1	23.8	.001
Increase in Vandalism	29.6	31.3	.05
Teachers			
Learning environment and resources	62.1	63.6	N.S.
Deterioration in environment and resources	65.2	66.7	.01
Total Sample			
Student problems	70.7	67.8	.01
Increase in student problems	88.0	89.8	.05

Third, school principals reported both a higher current frequency of acts of vandalism, and a greater increase in acts of vandalism when high levels of unemployment were recent rather than chronic.

Fourth, there were no differences in the adequacy of the current learning environment and school resources reported by school teachers in areas of chronic or recent high unemployment. But a greater deterioration in the adequacy of the learning environment and school resources during the preceding two years was present for teachers in areas experiencing recent high unemployment.

Finally, considering all three groups of respondents, general student problems were seen significantly more frequently in chronic high unemployment areas than recent high unemployment areas, but increases in the frequency of these problems during the preceding two years were significantly greater in recent high unemployment areas rather than in chronic high unemployment areas.

Provincial and Territorial Differences

Respondents indicated the province or territory in which they worked.

This made it possible to compare the province or territories. These comparisons were done using one-way analyses of variance. These data will be summarized in narrative form because of the complexities involved in displaying the data in tabular form.

Economic Characteristics

Social Class: Newfoundland significantly lower than British Columbia, Alberta, Saskatchewan, Manitoba, Ontario and Quebec.

Occupational Level of Parents: Newfoundland significantly lower than British Columbia, Alberta, Saskatchewan, Ontario, Quebec and Prince Edward Island.

Father Unemployed: Several significant provincial differences were present. Newfoundland had significantly higher levels of unemployment than Saskatchewan, Manitoba, Alberta, Ontario, Nova Scotia, British Columbia and Quebec. Both New Brunswick and Northwest Territories had significantly higher levels of unemployment than did Saskatchewan, Manitoba, Alberta and Ontario. Quebec and British Columbia had significantly higher levels of unemployment than did Saskatchewan, Manitoba and Alberta. Finally, the Yukon, Prince Edward Island, New Brunswick, and Ontario had higher levels of fathers unemployed than did Saskatchewan.

Mothers Employed: Once again, several significant provincial differences were present. Ontario had more mothers employed than did Northwest Territories, Newfoundland, Saskatchewan, Quebec, Nova Scotia and Alberta. Prince Edward Island had more mothers employed than did Northwest Territories and Saskatchewan. New Brunswick, British Columbia and Manitoba had more mothers employed than did Northwest Territories, Newfoundland, and Saskatchewan. Finally, Alberta, Nova Scotia and Quebec had more mothers employed than did Northwest Territories.

Level of Community Unemployment: Once again, several significant provincial differences were present. Nine provinces or territories (Yukon, Newfoundland, New Brunswick, Prince Edward Island, Northwest Territories, Quebec, Nova Scotia, British Columbia, and Ontario) had significantly higher unemployment than did Saskatchewan, Manitoba and Alberta. Five of these provinces or territories (Yukon, Newfoundland, New Brunswick, Prince Edward Island, and Quebec) had higher levels of unemployment than did Ontario. Newfoundland also had significantly higher levels of unemployment than did British Columbia and Nova Scotia.

Chronic vs. Short-term Unemployment: Once again, several significant provincial differences were present. The Yukon, Alberta and British Columbia had a significantly shorter period of high unemployment than did Prince Edward Island, Northwest Territories, Newfoundland, New Brunswick, Nova Scotia, Saskatchewan, Manitoba, Quebec and Ontario. Ontario had a significantly shorter period of high unemployment than did Prince Edward Island, Northwest Territories, Newfoundland, New Brunswick and Nova Scotia. Finally, Quebec had a significantly shorter period of high unemployment than did Prince Edward Island, Northwest Territories and Newfoundland.

Guidance Counselors

Referrals and Concrete Assistance: No provincial or territorial differences.

Increase in Referrals and Concrete Assistance: No provincial or territorial differences.

Problems in Counseling: No provincial or territorial differences.

Increase in Problems in Counseling: No provincial or territorial differences.

Principals

Acts of Vandalism: No provincial or territorial differences.

Increases in Acts of Vandalism: No provincial or territorial differences.

Teachers

Learning Environment and Resources (.001): Several statistically significant provincial differences were present. These included: (1) Newfoundland significantly lower than Alberta, Ontario, Saskatchewan, Manitoba

and Prince Edward Island; (2) British Columbia, significantly lower than these same five provinces; (3) Quebec significantly lower than Ontario, Saskatchewan, Manitoba and Prince Edward Island; and (4) New Brunswick significantly lower than Ontario, Manitoba and Prince Edward Island.

Deterioration in Learning Environment and Resources (.001): British Columbia reported a significantly greater deterioration in the quality of learning environment and resources than was the case for 10 other provinces or territories. The only territory or province reporting about the same deterioration was the Yukon. The Yukon territory reported a significantly greater deterioration in learning environment and resources than did Saskatchewan and New Brunswick.

Total Sample

General Student Problems (.001): Ontario reported significantly more student problems in 1982/83 than did Saskatchewan.

Increase in Student Problems: No significant provincial or territorial differences.

Provincial and Territorial Rankings

Tables 31 through 34 show the relative positions or rankings of the provinces and territories. These rankings are done for all 12 geographic regions and then for only the 10 provinces. The territories were removed because they were represented by many fewer respondents (their mean values were therefore less stable) and no unemployment level data was available for them. The lower the ranking, the smaller the impact of the recession, the fewer the student problems, and the smaller the increase or deterioration.

Table 31

Provincial and Territorial Rankings

	Impact of Recession (A)	Student Referrals and Assistance (C)	Client Problems (C)	Vandalism (P)	Learning Environment and Resources (T)	Student Problems (A)
British Columbia	11	11	11	11	3	11
Alberta	4	7	6	6	8	3
Saskatchewan	1	2	2	2	10	1
Manitoba	3	5	5	10	11	6
Ontario	5	10	8	9	9	10
Quebec	10	4	7	4	4	5
New Brunswick	9	3	4	7	5	7
Nova Scotia	8	12	9	8	7	9
Prince Edward Island	6	8	10	1	12	4
Newfoundland	12	1	1	5	1	2
Northwest Territories	2	6	12	3	6	12
Yukon	7	9	3	12	2	8

A = All sample
C = School guidance counselors
P = Principals
T = Teachers

Table 32

Provincial Rankings

	Impact of Recession (A)	Student Referrals and Assistance (C)	Client Problems (C)	Vandalism (P)	Learning Environment and Resources (T)	Student Problems (A)
British Columbia	9	9	10	10	2	10
Alberta	3	6	5	5	6	3
Saskatchewan	1	2	2	2	8	1
Manitoba	2	5	4	9	9	6
Ontario	4	8	7	8	7	9
Quebec	8	4	6	3	3	5
New Brunswick	7	3	3	6	4	7
Nova Scotia	6	10	8	7	5	8
Prince Edward Island	5	7	9	1	10	4
Newfoundland	10	1	1	4	1	2

A = All sample
C = School guidance counselors
P = Principals
T = Teachers

Table 33

Provincial and Territorial Rankings

	Impact of Recession (A)	Increase in Student Referrals and Assistance (C)	Increase in Client Problems (C)	Increase in Vandalism (P)	Deterioration in Learning Environment and Resources (T)	Increase in Student Problems (A)
British Columbia	11	11	12	11	12	11
Alberta	4	10	9	6	7	12
Saskatchewan	1	4	3	2	2	6
Manitoba	3	3	11	10	6	7
Ontario	5	7	5	9	9	8
Quebec	10	5	6	4	8	8
New Brunswick	9	8	4	7	3	5
Nova Scotia	8	6	2	8	10	3
Prince Edward Island	6	12	10	1	5	9
Newfoundland	12	2	7	5	4	2
Northwest Territories	2	1	1	3	1	1
Yukon	7	9	8	12	11	10

A = All sample
C = School guidance counselors
P = Principals
T = Teachers

Table 34

Provincial Rankings

	Impact of Recession (A)	Increase in Student Referrals and Assistance (C)	Increase in client Problems (C)	Increase in Vandalism (P)	Deterioration in Learning Environment and Resources (T)	Increase in Student Problems (A)
British Columbia	9	9	10	9	10	9
Alberta	3	8	7	8	6	10
Saskatchewan	1	3	2	4	1	5
Manitoba	2	2	9	10	5	6
Ontario	4	6	4	6	8	7
Quebec	8	4	5	3	7	4
New Brunswick	7	7	3	1	2	2
Nova Scotia	6	5	1	7	9	8
Prince Edward Island	5	10	8	5	4	1
Newfoundland	10	1	6	2	3	3

A = All samples
C = School guidance counselors
P = Principals
T - Teachers

Tables 35 and 36 show the relative positions or rankings of the provinces and territories on three objective indicators relevant to both the economy and education: 1982 level of unemployment, 1980 per capita revenue, and 1981 per capita education spending. Both provincial and territorial rankings (Table 35) and only provincial rankings (Table 36) were derived. The lower the ranking, the lower the unemployment rate, the lower the per capita revenue, and the lower the per capita education spending.

Table 37 indicates the inter-correlations of the level of provincial unemployment and the various measures of the current quality of education (student problems, learning environment and resources, etc.). In some cases, provincial and territorial data are included (N=12); in other cases, indicated in the parentheses, only provincial data are used (N=10).

Table 37 shows some relationship of provincial unemployment rate to (1) impact of recession (rho=.69), adequacy of learning environment and resources (rho=.64) and frequency of student problems and difficulties (rho=.54). Provinces with higher rates of unemployment were also the ones whose educators reported a greater impact of the economic recession on the students and their families, their schools and school communities, less adequate learning environments and resources, and more frequent student problems and difficulties. The six questionnaire-based measures (2 through 7) were moderately inter-correlated (5 of 15, 33%). The same number of statistically significant correlations were observed in both samples (12 and 10) but only 2 of the 5 were significant in both samples.

All correlations were positive in sign indicating that provinces and territories in which respondents (counselors) indicated a high frequency of student referrals and assistance were also those provinces and territories in which a greater frequency of problems were discussed in counseling sessions

Table 35

Provincial and Territorial Ranking -
Objective Economic Factors

	1982 Unemployment Rate	1980 Per Capita Revenue	1981 Per Capita Education Spending
British Columbia	5	7	9
Alberta	2	10	7
Saskatchewan	1	9	5
Manitoba	3	5	6
Ontario	4	3	8
Quebec	8	8	10
New Brunswick	9	1	3
Nova Scotia	7	2	4
Prince Edward Island	6	6	2
Newfoundland	10	4	1
Northwest Territories	-	12	11
Yukon	-	11	12

Table 36

Provincial Rankings -
Objective Economic Factors

	1982 Unemployment Rate	1980 Per Capita Revenue	1981 Per Capita Education Spending
British Columbia	5	7	9
Alberta	2	10	7
Saskatchewan	1	9	5
Manitoba	3	5	6
Ontario	4	3	8
Quebec	8	8	10
New Brunswick	9	1	3
Nova Scotia	7	2	4
Prince Edward Island	6	6	2
Newfoundland	10	4	1

Table 37

Unemployment Rates and Current Quality of Education

	(2)	(3)	(4)	(5)	(6)	(7)
(1) 1981 Unemployment Rate	(.69***)	(.19)	(.07)	(.48)	(.64***)	(.54***)
(2) Impact of Recession (A)		.04 (.19)	.11 (.35)	.01 (.06)	.44 (.72**)	.08 (.04)
(3) Student referrals and assistance (C)			.65*** (.50)	.50*** (.16)	.09 (.90*)	.66** (.73**)
(4) Client problems (C)				.06 (.21)	.22 (.28)	.69** (.79**)
(5) Vandalism (P)					.34 (.11)	.50*** (.18)
(6) Learning environment and resources (T)						.21 (.66***)
(7) Student problems (A)						

Correlations in parentheses include 10 provinces.
A = All respondents
C = School guidance counselors
T = Teachers
P = Principals

* p = .001
** p = .01
*** p = .05

(rho=.65). Similarly provinces in which respondents (counselors) made a higher frequency of student referrals and assistance were also those provinces in which teachers reported less adequate learning environments and resources.

Table 38 indicates a significant relationship between provincial unemployment levels and increases in vandalism reported by principals (rho=.62). Provinces with higher rates of unemployment were also the ones in which principals reported greater increases in vandalism in the preceding two years.

There were few significant rank order correlations among the 6 questionnaire-based measures (2 through 6). Only 4 of the 15 correlations on the combined provincial and territorial sample reached statistical significance (27%), and only 1 of the 15 correlations on the provincial sample reached statistical significance (7%). Thus there appeared to be little correlation among the indicators of change during the past two years among the various provinces and territories.

The correlations that did reach statistical significance were positive in sign. Thus, for example, provinces and territories in which principals reported greater increases in vandalism during the past two years were also more likely to have teachers report a greater deterioration in learning environments and resources (rho=.63).

Have versus Have Not Provinces

Statistics Canada maintains monthly and annual records of the official employment rate in all Canadian provinces. Table 39 indicates the official 1982 rates by province (Statistics Canada, Annual Averages, 1982).

Table 38

Unemployment Rates and Changes in Quality of Education

	(2)	(3)	(4)	(5)	(6)	(7)
(1) 1981 Unemployment rate	(.69***)	(.10)	(.14)	(.62***)	(.02)	(.14)
(2) Impact of recession (A)		.13 (.06)	.21 (.21)	.24 (.16)	.21 (.48)	.08 (.04)
(3) Increase in student referrals and assistance (C)			.53*** (.20)	.17 (.38)	.53*** (.28)	.43 (.13)
(4) Increase in client problems (C)				.40 (.32)	.45 (.51)	.45 (.74**)
(5) Increase in vandalism (P)					.49 (.12)	.63*** (.37)
(6) Deterioration in learning environment and resources (T)						.78* (.12)
(7) Increase in student problems (A)						

Correlations in parentheses include 10 provinces
A = All respondents
C = School guidance counselors
T = teachers
P = principals

* p = .001
** p = .01
*** p = .05

Table 39

Official Rate of Unemployment by Province

	%
Newfoundland	16.9
Nova Scotia	13.2
Prince Edward Island	13.1
New Brunswick	14.2
Quebec	13.8
Ontario	9.8
Manitoba	8.5
Saskatchewan	6.2
Alberta	7.5
British Columbia	12.1
CANADA	11.0

Statistics Canada, Annual Averages, 1982

The five eastern provinces had an average unemployment figure of 14.2% during 1982; the five central and western provinces had an average unemployment figure of 8.8% during 1982. An analysis was undertaken which compared respondents from eastern with respondents from central and western provinces. These data are shown in Table 40.

Respondents from the "have" provinces described the economic circumstances of their students significantly different than respondents from the "nave not" provinces. Students from the "have" provinces were from a higher social class, had parents in higher occupational levels, had fewer fathers unemployed, had more mothers employed, had a lower current unemployment rate, had a less chronically high rate of unemployment, and finally, the economic recession was seen as having a significantly smaller effect on student, families, the school, the teachers and the local community.

Let us now consider the variables relevant to the students and the quality of education. First, guidance counselors from "have" and "have not" provinces reported similar experiences. No differences were present on student referrals or concrete assistance, nor on the frequency that various problems were being discussed in counseling sessions. In addition these factors had changed about the same degree in both "have" and "have not" provinces during the proceeding two years.

Principals from "have" and "have not" provinces reported similar frequencies in acts of vandalism during the past school year (1982/83). But principals from the "have" provinces reported a greater increase in acts of vandalism during the past two years than did principals from "have not" provinces.

Table 40

Have vs Have Not Provinces

	Haves	Have Not	P
Economic Characteristics			
Social class	3.5	3.6	.001
Occupational level of parents	4.4	4.8	.001
Fathers unemployed	3.1	3.9	.001
Mothers employed	6.0	5.6	.001
Unemployment rate	2.1	1.6	.001
Chronic unemployment	2.0	1.5	.001
Impact of recession	14.6	15.4	.001
Guidance Counselors			
Referrals and concrete assistance	13.6	12.8	N.S.
Increase in referrals and concrete assistance	19.4	19.1	N.S.
Student problems in counseling	59.3	56.6	N.S.
Increase in student problems in counseling	87.9	86.5	N.S.
Principals			
Acts of vandalism	22.0	21.0	N.S.
Increases in vandalism	30.8	29.2	.05
Teachers			
Learning environment and resources	67.8	63.7	.001
Deterioration in environment and resources	65.6	64.0	.001
Total Sample			
Student problems	63.6	63.0	N.S.
Increase in student problems	88.6	86.2	.001

Teachers from the "have" provinces reported a better learning environment and more resources than did teachers from "have not" provinces. Interestingly, however, teachers from the "have" provinces, also reported a significantly greater deterioration in learning environment and resources than did teachers from "have not" provinces.

Finally, on those variables on which all respondent groups provided their perceptions, no difference was present in "have" and "have not" provinces in frequency of student problems. However, respondents from "have" provinces reported a significantly greater increase in these problems during the preceding two years.

School Level or Grade

It was expected that significant school or grade level differences would be evident. This was purely a function of the fact that more items were appropriate to an older student than a younger student. These differences were expected on the quality of education variables but not on the economic characteristics (social class, occupation level, fathers unemployed, mothers employed, unemployment level, chronic or recent high unemployment). These data are shown in Table 41.

Two significant school or grade level differences were present: social class of students (students in grades 10 to 13 were of significantly lower social class than students in grades 7 to 9), and current unemployment level (respondents from grades 10 to 13 schools reported significantly higher levels of local unemployment than respondents from K to 6 schools).

No differences were present on the data involving school principals. School guidance counselors in Grades 10 to 13 reported significantly more problems discussed in their sessions with students than school guidance counselors working in K to 6 schools. And school guidance counselors working in

Table 41

School Level or Grade

	K-6	7-9	10-13	F
Economic Characteristics				
Social class	3.5	3.5[a]	3.4[a]	.05
Occupational level of parents	4.5	4.5	4.4	N.S.
Fathers unemployed	3.3	3.5	3.4	N.S.
Mothers employed	5.9	5.8	5.8	N.S.
Unemployment level	2.0[a]	2.0	1.9[a]	.05
Chronic or recent	1.8	1.7	1.8	N.S.
Impact of recession	14.4[ab]	14.9[ac]	15.6[bc]	.001
School Guidance Counselors				
Referrals and concrete assistance	10.9	12.4	12.9	N.S.
Increase in referrals and concrete assistance	18.5	18.9	18.5	N.S.
Problems in counseling	45.8[a]	56.4	61.0[a]	.05
Increase in problems in counseling	79.3[a]	90.0[a]	88.6	.05
Principals				
Acts of vandalism	19.6	21.5	19.0	N.S.
Increases in acts of vandalism	28.9	30.5	28.1	N.S.
Teachers				
Learning environment and resources	66.8	64.9	66.2	N.S.
Deterioration in learning environment resources	64.4[a]	65.6[b]	66.0[ab]	.001
Total Sample				
General student problems	55.1[ac]	67.8[ab]	71.3[bc]	.001
Increases in student problems	85.6[ab]	88.8[a]	88.5[b]	.001

Note: Values with the same superscript are significantly different from each other at the .05 level of confidence.

grades 7 to 9 schools reported a significantly greater increase in frequency of discussing these problems with their students than did school guidance counselors working in grades K to 6 schools.

Teachers working in grades 10 to 13 reported a significantly greater deterioriation in the school learning environment and resources than teachers working in grades K to 6 and grades 7 to 9.

Finally considering the entire sample of teachers, school guidance counselors and principals, respondents from grades 10 to 13 schools reported more current student problems and difficulties than did respondents from grade 7 to 9 schools, who in turn reported significantly more student problems and difficulties than did respondents from K to 6 schools. Finally, these problems were seen as increasing during the preceding two years significantly more in grade 10 to 13 schools and grade 7 to 9 schools than in grade K to 6 schools.

Type of School

Three types of schools were compared: (1) inner-city or downtown core schools, (2) suburban schools, and (3) rural or town schools. Respondents from each of these school settings were compared using one-way analysis of variance. These data are presented in Table 42.

There were several statistically significant school differences on the economic variables. Thus students from suburban schools were seen to be from higher social class backgrounds than students from rural schools, who in turn were seen as being from higher social class backgrounds than students from inner-city schools. Similarly, students from suburban schools had parents with higher level occupations than was the case for both rural and inner-city schools.

Table 42

Type of School

Economic Characteristics	Inner City	Suburban	Rural	F
Occupational level of parents	5.2^{a}	3.6^{ab}	5.0^{b}	.001
Fathers unemployed	4.1^{ab}	3.1^{ac}	3.5^{bc}	.001
Mothers employed	6.1^{ab}	6.4^{ac}	5.4^{bc}	.001
Unemployment level	1.6^{ab}	2.2^{ac}	1.9^{bc}	.001
Chronic unemployment	1.7^{a}	2.1^{ab}	1.6^{b}	.001
Impact of Recession	15.8^{ab}	14.5^{b}	14.7^{b}	.001
Counselors				
Referrals and concrete assistance	14.8	13.4	13.0	N.S.
Increase in referrals and concrete assistance	20.1	19.1	19.3	N.S.
Problems in counseling	70.2^{a}	58.9	55.4^{a}	.008
Increases in problems in counseling	89.8	88.8	85.6	N.S.
Principals				
Acts of vandalism	23.0	22.0	21.3	N.S.
Increases in acts of vandalism	29.4	30.8	30.3	N.S.
Teachers				
Educational climate	65.1^{ab}	67.7^{a}	65.8^{b}	.002
Decrease in educational climate	65.9^{a}	65.9^{b}	64.3^{ab}	.001
Total Sample				
Current student problems	69.5^{ab}	62.3^{a}	62.5^{b}	.001
Increase in student problems	89.6^{a}	88.6^{b}	86.5^{ab}	.001

Note: Values with the same superscript are significantly different from each other at the .05 level of confidence.

An identical pattern was found on number of fathers unemployed, number of mothers employed, and level of current unemployment in the school community. Suburban schools had fewer fathers unemployed, more mothers employed, and a lower community rate of current unemployment than was present for rural schools, who in turn had fewer fathers unemployed, more mothers employed, and a lower community rate of current unemployment than was present for inner-city schools. Respondents from both inner-city and rural schools reported chronically high levels of unemployed significantly more than respondents from suburban schools. Finally, respondents from inner-city schools reported a significantly greater impact of the economic recession on students, their families, the schools and local community than did respondents from both suburban and rural schools.

Let us now consider how the various groups of school-based educators in each of the three types of schools experienced their school environment and their students, and how these factors may have changed during the past two years. First, guidance counselors from inner-city schools reported a greater number (frequency) of particular problems being discussed in their counseling sessions with students than did guidance counselors from rural schools. Second, principals from all three types of schools reported the same incidences of vandalism, and the same amount of change during the past two years. Thirdly, teachers reported a significantly or better learning environment in suburban schools than in either inner-city or urban schools, but teachers from both inner-city and suburban schools reported a significantly greater deterioration in these areas during these past two years than did teachers from rural schools. Finally, considering the three groups of educators together, we see that respondents from inner-city schools reported higher current levels of student problems than respondents from both rural and suburban schools during the past two years.

Community Size

Three community sizes were considered: large (250,000 or more people), medium (25,000 - 250,000), and small (less than 25,000 people). Respondents from schools in these three sizes were compared using one way analysis of variance. These data are shown in Table 43.

Several statistically significant group differences were present on the economic characteristics. Respondents from small schools reported a significantly lower social class background of students and a significantly lower occupational level of parents than did respondents from both large and medium sized communities. Significantly more fathers were unemployed in small versus large communities. Significantly fewer mothers were employed in small than in both large and medium sized communities. The current level of unemployment was significantly higher in both small and medium sized communities than in large communities. Finally, the local unemployment rate was above the national average for a significantly longer period of time in small communities than in both large and medium sized communities.

School guidance counselors from medium sized communities reported more problems being discussed in their counseling sessions with students than counselors from small communities.

Principals from large communities reported significantly more acts of vandalism and student referrals than did principals from small communities.

Teachers from both large and medium sized communities reported a significantly greater deterioration in their school learning environment and resources during the preceding two years than did teachers from small communities.

Table 43

Community Size

	Large	Medium	Small	F
Economic Characteristics				
Social class of students	3.4^{a}	3.4^{b}	3.6^{ab}	.001
Occupational level of parents	4.1^{a}	4.0^{b}	5.0^{ab}	.001
Fathers unemployed	3.3^{a}	3.4_{b}	3.5^{a}	.05
Mothers employed	6.4^{a}	6.2^{b}	5.4^{ab}	.001
Level of unemployment	2.2^{ab}	1.9^{a}	1.8^{b}	.001
Chronic vs. Short-term	1.9^{a}	1.9^{b}	1.6^{ab}	.001
Impact of economic recession	14.7	15.0	14.8	N.S.
School Guidance Counselors				
Referrals and concrete assistance	14.3	14.2	12.8	N.S.
Increase in Referrals and concrete assistance	19.4	19.6	19.2	N.S.
Problems in counseling sessions	62.8	67.3^{a}	54.2^{a}	.01
Increase in problems in counseling sessions	87.8	90.6	85.7	N.S.
Principals				
Acts of vandalism	23.5^{a}	22.0	21.2^{a}	.01
Increase in acts of vandalism	30.8	30.3	30.2	N.S.
Teachers				
Learning environment and resources	67.5	66.7	65.7	N.S.
Deterioration in learning environment and resources	66.0^{a}	65.7^{b}	64.4^{ab}	.001
Total Sample				
General student problems	65.5^{a}	64.3^{b}	62.6^{ab}	.001
Increases in student problems				

Note: Values with the same superscript are significantly different from each other at the .05 level of confidence.

Finally, for the sample as a whole, general student problems and difficulties were significantly more common in large and medium sized communities than in small ones, and had increased significantly more during the preceding two years than in small communities.

Social Class of Students

Three groups of respondents were formed on the basis of the perceived social class of their students: high (upper and upper-middle class), medium (middle class), and low (working class and lower class). These data are shown in Table 44.

Significant differences were present on all economic variables. In all cases, students from the high group fared better than the middle group, which in turn fared better than the low group. This was to be expected since many of these economic factors are embedded in one's perceptions of social class.

Interestingly social class of students revealed no statistically significant differences on any of the school guidance counselors measures or the principals measures.

Teachers having students from both high and medium social classes reported a significantly more adequate learning environment and resources.

Finally for the sample as whole, respondents with fewer social class students responded significantly more student problems and difficulties than respondents with medium and higher class students. In addition, respondents with lower social class students reported a significantly greater increase in the frequency of these problems during the preceding two years than did respondents with higher social class students.

Table 44

Social Class of Students

	High	Medium	Low	F
Economic Characteristics				
Occupational level of parents	1.2[ab]	1.8[ac]	2.6[bc]	.001
Fathers unemployed	2.4[ab]	2.9[ac]	3.9[bc]	.001
Mothers employed	6.3[a]	6.0[b]	5.6[ab]	.001
Level of unemployment	2.6[ab]	2.1[ac]	1.7[bc]	.001
Chronic vs. short-term unemployment	1.9	1.9[a]	1.7[a]	.001
Impact of economic recession	13.3[ab]	14.4[ac]	15.4[bc]	.001
School Guidance Counselors				
Referrals and concrete assistance	12.4	12.8	13.5	N.S.
Increase in referrals and concrete assistance	18.0	19.1	19.8	N.S.
Problems in counseling	56.3	58.2	57.6	N.S.
Increase in problems in counseling	81.3	88.5	87.3	N.S.
Principals				
Acts of vandalism	20.8	22.2	21.5	N.S.
Increase in acts of vandalism	28.5	30.4	30.5	N.S.
Teachers				
Learning environment and resources	69.6[a]	67.6[b]	64.7[ab]	.001
Deterioration in learning environment and resources	65.1	64.7	65.4	N.S.
Total Sample				
General student problems	57.0[a]	59.4[b]	66.5[ab]	.001
Increase in student problems	85.9[a]	87.0	88.2[a]	.01

Note: Values with the same superscript are significantly different from each other at the .05 level of confidence.

Occupational Level of Parents of Students

Three groups of respondents were formed on the basis of their description of the occupational levels of the parents of their students: high (professionals, high level managers, semi-professionals, technicians, middle managers), medium (supervisors, foremen, skilled industrial workers, skilled clerical workers) and low (semi-skilled industrial workers, semi-skilled clerical workers, unskilled clerical, unskilled labour, farm labour). These groups were then compared using one way analysis of variance. The data are shown in Table 45.

These findings looked very similar to those involving social class (Table 43). The three groups differed in expected ways on the economic characteristics. Respondents with higher occupational level students reported greater economic well-being (higher social class, more fathers employed, more mothers employed, lower levels of unemployment, less impact of the economic recession) than did respondents with medium social class students. The latter, in turn, reported greater economic well-being than did respondents with lower occupational level students.

There were no statistically significant group differences on any of the school guidance counselor or principal measures. There was only one statistically significant group difference on the teacher measures. Teachers with students of lower occupational level parents reported a significantly poorer learning environment and resources than did teachers with students of both medium and higher occupational level parents.

Finally, for all respondents as a whole, individuals with students of lower occupational level parents reported significantly more current student problems and difficulties than did individuals with students of medium or higher occupational level parents. In addition, respondents with students of lower

Table 45

Occupational Level of Parents of Students

	High	Medium	Low	F
Economic Characteristics				
Social class	1.8^{ab}	2.5^{ac}	2.8^{bc}	.001
Fathers unemployed	2.8^{ab}	3.1^{ac}	4.0^{bc}	.001
Mothers employed	6.3^{ab}	5.8^{a}	5.7^{b}	.001
Level of unemployment	2.3^{ab}	2.1^{ac}	1.6^{bc}	.001
Chronic vs. Short-term unemployment	1.8^{a}	2.0^{ab}	1.7^{b}	.001
Impact of economic recession	13.9^{ab}	14.6^{ac}	15.6^{bc}	.001
School Guidance Counselors				
Referrals and concrete assistance	13.1	12.3	13.6	N.S.
Increase in referrals and concrete assistance	18.9	18.8	19.9	N.S.
Problems in counseling	60.1	52.1	60.7	N.S.
Increase in problems in counseling	88.9	87.0	86.0	N.S.
Principals				
Acts of vandalism	20.4	21.3	21.7	N.S.
Increase in acts of vandalism	29.1	30.5	30.0	N.S.
Teachers				
Learning environment and resources	69.0^{a}	67.4^{b}	64.1^{ab}	.001
Deterioration in learning environment and resources	65.1	64.7	65.4	N.S.
Total Sample				
General student problems	58.7^{a}	60.5^{b}	67.4^{ab}	.001
Increase in student problems	86.5^{a}	87.3	88.4^{a}	.05

Note: Values with the same superscript are significantly different from each other at the .05 level of confidence.

occupational level parents reported a significantly greater increase in the frequency of these student problems during the preceding two years than did respondents of higher occupational level parents.

Economic Recession and the Quality of Education

This section considers the relationship of indicators of the general economic environment of the school and its surrounding community and aspects of the quality of education. These are considered separately for teachers, school guidance counselors and school principals.

The approach that was undertaken involved the use of correlational analyses. A correlation examines the degree to which two factors go together. That is, a correlation indicates the degree of association between two factors (e.g., level of current unemployment in one's community and social class of parents). Correlations can range from +1.00 through 0 to -1.00. Correlations near zero indicate no relationship, or an independence, of the two factors. Correlations with positive signs approaching 1.00 indicate a very strong association such that higher values on one factor go together with higher values on the other. Correlations with negative signs approaching 1.00 indicate a very strong association such that higher values on one factor go together with lower values on the other.

These analyses consider (1) the correlations among economic factors, and (2) the correlations of the economic factors with questionnaire measures of student and school well-being.

Teachers

Economic Measures

Table 46 presents the correlations among the seven economic measures. Nineteen of the 21 correlations reached statistical significance ($p=.05$). Nonsignificant correlations involved the relationship of number of mothers employed and length of high unemployment rates and the impact of the economic recession on students, their families, schools and local communities (the composite measure).

Table 46

Inter-Correlations Among Economic Characteristics - Teachers

	Parental Occupation Level	Fathers Unemployed	Mothers Employed	Current Unemployment Rate	Chronic High Unemployment	Impact of Recessio
Social class	.61*	.36*	-.19*	-.35*	-.18*	.18*
Parental Occupation Level	-	.32*	-.17*	-.32*	-.08**	.18*
Fathers Unemployed		-	.08*	-.48*	-.09**	.30*
Mothers Employed			-	.10*	.19*	.00
Current Unemployment Rate				-	.06***	.38*
Chronic High Unemployment					-	.02

* p = .001
** p = .01
*** p = .05

In general, the two measures of social class were significantly correlated (r=.61, p=.001), and both were significantly related to number of fathers unemployed, number of mothers employed, current levels of unemployment in the local community, the length of time that the local unemployment rate was high, and the magnitude of the impact of the economic recession on the school and local community.

Economic Recession and the Quality of Education

Table 47 shows the correlations between the seven economic measures and various aspects of student and school well-being, as perceived by teachers. Let us consider these findings in detail.

Twenty-six of the 28 correlations shown in Table 47 reached statistical significance. In general, economic factors were associated with both student problems and difficulties and the school learning environment and resources.

Let us consider the specific findings:

(1) Respondents from schools with lower social class students reported more current student problems and difficulties, a greater increase in these student problems over the past two years, a less adequate school learning environment and resources, and a greater deterioration in learning enviroment and resources over the past two years.

(2) Respondents whose students had lower occupational status parents reported more current student problems and difficulties, a greater increase in these student problems over the past two years, and a less adequate school learning environment and resources.

Table 47

Economic Factors and Quality of Education - Teachers

	Social Class of Parents	Parental Occupational Level	Fathers Unemployed	Mothers Employed	Current Unemployment Rate	Chronic High Unemployment	Impact of Recession
Current Student problems	-.28*	-.24*	.37*	.05***	.30*	.07***	.39*
Increase in student problems	-.08*	-.06**	.12*	.08*	.08*	-.11*	.22*
Learning environment and resources	.14*	.18*	-.16*	-.04***	-.25*	.03	-.29*
Deterioration in learning environment and resources	-.04***	.00	.06**	.08*	.10*	-.09**	.26*

* p = .001
** p = .01
*** p = .05

(3) Respondents whose students had more fathers unemployed reported more current student problems, a larger increase in these student problems over the past two years, a less adequate school learning environment and resources during the past two years.

(4) Respondents whose students had more mothers employed reported more current student problems, a greater increase in student problems during the preceding two years, a less adequate school learning environment, and a greater deterioration in school learning environment and resources during the preceding two years.

(5) Respondents from communities with a higher level of current unemployment reported more student problems and difficulties, a greater increase in the problems during the preceding two years, less adequate school learning environment and resources, and a greater deterioration in school learning environment and resources during the preceding two years.

(6) Respondents from communities with longer periods of high levels of unemployment reported more current student problems but a smaller increase in these problems during the preceding two years, and a smaller deterioration in school learning environment and resources.

(7) Respondents reporting a greater impact of the economic recession on students and their families, school and community also reported more current student problems, a greater increase in these problems during the preceding two years, a less adequate school learning environment and resources, and a greater deterioration in school learning environment and resources during the preceding two years.

School Guidance Counselors

Table 48 presents the correlations among the 7 measures of the economic situation of the students and their community, and the impact of the general economic recession. Twelve of the 21 correlations reached statistical significance ($p=.05$). Level of employment of student's mother, and the degree to which the community level of unemployment was chronic tended to be independent of the other 5 measures.

The five remaining measures were positively and significantly correlated. Thus, social class of students' parents, occupational level of parents (another social class measure), level of unemployment of fathers, current unemployment rate of community and perceived negative impact of the recession on the school, students and staff, and local community.

Economic Recession and the Quality of Education

Table 49 presents the correlations between the seven measures of economic health of the students and school community and the measures of quality of education and student well-being.

Nineteen of the forty-two correlations shown in Table 48 reached statistical significance. The following results were noted:

(1) Respondents from schools with more lower class students reported more current student problems and difficulties, a greater increase in the number of problems discussed in student counseling sessions during the preceding two years.

(2) Respondents whose students' parents were of lower occupational status reported greater increases in both client problems in counseling sessions and student referrals and assistance during the preceding two years.

Table 48

Inter-Correlations among Economic Characteristics

School Guidance Counselors

	Parental Occupational Level	Fathers Unemployed	Mothers Employed	Current Unemployment Rate	Chronic High Unemployment	Impact of Recession
ocial lass of arents	.75*	.49*	.33***	-.36*	-.02	.29**
arental ccupational evel	-	.31***	.10	-.45*	-.20	.27***
athers nemployed		-	.22	-.36***	.04	.54*
lothers mployed			-	-.05	.35	.21
urrent nemployment ate				-	.39**	.47*
hronic igh nemployment					-	.07

* p = .001
** p = .01
*** p = .05

Table 49

Economic Factors and Quality of Education
School Guidance Counselors

	Social Class of Students	Parental Occupational Level	Fathers Unemployed	Mothers Employed	Current Unemployment Rate	Chronic High Unemployment	Impact of Recession
Number of Clients	.12	-.02	.36***	.28***	-.13	-.20	.19***
Current student problems	-.21***	-.17	.25	-.12	.24***	.29***	.44*
Increase in student problems	.02	.07	.07	.25	.13	.00	.37*
Client problems	.05	.05	.33***	.15	.23***	.10	.42*
Increase in client problems	-.22***	-.23***	-.39***	.40***	.14	.12	.48*
Student referrals and assistance	-.15	-.10	.31***	-.06	.02	.13	.18***
Increase in student referrals and assistance	-.36*	-.52*	.33***	.05	.15	.00	.32*

* p = .001
*** p = .05

(3) Respondents whose students had more fathers unemployed reported more client problems, a greater increase in student problems over the preceding two years, a greater number of student referrals and assistance, and a greater increase in student referrals and concrete assistance during the preceding two years.

(4) Respondents whose students had more mothers employed reported a greater increase in problems discussed in counseling sessions.

(5) Respondents from communities with higher levels of current unemployment reported more current student problems and more problems discussed in student counseling sessions.

(6) Respondents from areas of long standing high unemployment reported more current student problems.

(7) Respondents reporting a greater impact of the economic recession on the students and their families, schools and communities (the composite measure) also reported more current student problems, a greater increase in these problems over the past two years, more problems discussed in counseling sessions with students, a greater increase in the number of student problems discussed in counseling sessions over the past two years, more student referrals and concrete assistance, and a greater increase in student referrals and concrete assistance in the preceding two years.

Principals

Economic Measures

Table 50 presents the intercorrelations among the 7 measures of sixteen of the 21 measures (76%) reached statistical significance (p≤.05). Most of the nonsignificant relationships involved the level of parent's occupation (a measure of socio-economic status) and the number of mothers of students employed outside the home.

The remaining five measures were meaningfully related. Thus, the social class of parents, level of parents' occupation, number of fathers unemployed, current level of unemployment in the community, number of students' mothers employed, chronic levels of high unemployment, and the degree of impact of the economic recession on the school, students and teachers, and the local community were all positively and significantly correlated.

Economic Recession and the Quality of Education

Table 51 shows the correlations between the seven socio-economic and economic factors and the measures of student and school problems as perceived by principals. Let us examine these findings in detail.

Eighteen of the twenty-eight correlations shown in Table 51 reached statistical significance. Let us examine specific findings in detail:

(1) Respondents reporting their students being lower social class also reported more current student problems and difficulties.

(2) Respondents reporting their students with parents in lower occupational level jobs also reported more current student problems or difficulties.

Table 50

Inter-Correlations among Economic Characteristics

Principals

	Parental Occupation Level	Fathers Unemployed	Mothers Employed	Current Unemployment Rate	Chronic High Unemployment	Impact of Recession
cial ass of rents	.58*	.44*	-.02	-.41*	-.40*	.13**
rental cupation vel	-	.11	-.08	-.25*	-.28**	.16**
thers employed		-	.15***	-.62*	-.30***	.34*
thers ployed			-	-.12	.51*	.27*
rrent employment te				-	.29*	.40*
ronic gh employment					-	.10

* p = .001
** p = .01
*** p = .05

Table 51

Economic Factors and Quality of Education

Principals

	Social Class of Students	Parental Occupation Level	Fathers Unemployed	Mothers Employed	Current Unemployment Rate	Chronic High Unemployment	Impact of Recession
Current student problems	-.28*	-.23*	.41*	.22**	.31*	-.06	.36*
Increase in student problems	.05	.07	.19***	.19***	.05	-.24**	.19*
Acts of vandalism	-.05	.06	.24**	.32*	.15**	-.29*	.41*
Increase in acts of vandalism	.08	.09	-.01	.20***	.11***	-.12	.20*

* p = .001
** p = .01
*** p = .05

(3) Respondents reporting more unemployment among the fathers of students also reported more current student problems or difficulties, a greater increase in student problems or difficulties in the preceding two years, and more acts of vandalism.

(4) Respondents reporting more employment among the mothers of students also reported more current student problems, a greater increase in these problems over the past two years, more acts of vandalism and a greater increase in acts of vandalism over the past two years.

(5) Respondents reporting higher levels of current unemployment in their school communities also reported more current student problems or difficulties, more current acts of vandalism, and greater increases in acts of vandalism over the preceding two years.

(6) Principals whose communities experienced a longer period of high unemployment also reported <u>smaller</u> increases in student problems in the preceding two years and <u>fewer</u> acts of vandalism.

(7) Principals reporting a greater impact of the economic recession on the students, their families and the school community (the composite measure) also reported more current student problems, a greater increase in student problems in the past two years, more acts of vandalism, and greater increases in acts of vandalism over the past two years.

Total Sample

Table 52 indicates the relationship of the economic indicators to two quality of education measures common to all three target groups of respondents. All of the correlations were statistically significant.

In summary:

(1) Respondents whose students were of lower social class reported more current student problems or difficulties, and a greater increase in student problems during the preceding two years.

(2) Respondents whose students had parents of lower occupational status reported more student problems or difficulties, and a greater increase in student problems during the preceding two years.

(3) Respondents with more students with unemployed fathers reported more student problems or difficulties and a greater increase in student problems during the preceding two years.

(4) Respondents with more students with employed mothers reported more student problems and a greater increase in these problems during the past two years.

(5) Respondents from communities with higher current unemployment rates reported more student problems and a larger increase in student problems in the preceding two years.

(6) Respondents from communities with longer periods of high unemployment reported more student problems and difficulties, but a smaller increase in these problems in the preceding two years.

Table 52

Economic Factors and Quality of Education
Total Sample

	Social Class of Students	Parental Occupation Level	Fathers Unemployed	Mothers Employed	Current Unemployment Rate	Chronic High Unemployment	Impact of Recession
Current Student Problems	-.28*	-.23*	.38*	.06**	.30*	-.06***	.39*
Increase in student problems	-.07*	-.06**	.12*	.09*	.08*	-.11*	.22*

* p = .001
** p = .01
*** p = .05

(7) Respondents who observed a larger impact of the economic recession on the students, their families, the school and school community (the composite measure) also reported a larger number of student problems and difficulties and a greater increase in these problems in the preceding two years.

Conclusions

This investigation examined the potential impact of the recent economic recession in Canada on the school environment and students. Respondents were 3724 school-based educators from the 10 provinces and 2 territories which make up Canada. The views of three target groups were considered: teachers, school guidance counselors and school principals. The sample was large enough to offer a comprehensive picture of recent developments in public education in Canada as a whole.

Did the respondents believe that the economic recession has affected public school education in Canada? The answer is a resounding yes (Table 3)! Teachers and school guidance counselors perceived the economic recession as having a greater impact than did school principals. And some of the effects were seen to be positive (a leaner operation, some teachers and students more task oriented). But the overwhelming sense is one of negative impact and deterioration. Few things were seen as improving during the two years preceeding the research; many things were seen to be less adequate (Tables 8, 11, 14, 17, 20, 23, 26).

The data suggested several threatening trends to public school education in Canada. Some of these trends are directly linked to economic factors. Other trends appeared to be related to broader societal changes and concerns. Some of these trends were anticipated and hence examined in the research; others emerged from the data.

Let us first consider those threatening trends having an economic aspect. The most direct evidence of an economic influence on the quality of education can be seen in data linking both objective and subjective socio-economic variables to the quality of education variables. Level of provincial unemployment was found to be related to self-report measures of the impact of the economic recession on the school environment and students and their families

(Tables 5, 37 and 38). Similarly, various socio-economic variables (e.g., social class, occupational level, number of fathers unemployed) were also significantly associated with student difficulties, adequacy of school learning environments and resources, and acts of vandalism, among others (Tables 4, 47, 49, 51 and 52). These same variables were often associated with greater deterioration on these quality of education variables during the preceding two years as well (Tables 28, 29, 30, 38, 40, 44, 45, 47, 49, 51, and 52). There is support, then, for the link between economic deprivation at a macro level and quality of education at the school level and problems and difficulties at the student level.

A second threatening trend to the quality of public education results from the belt-tightening that has already taken place. Changes in the last two years have occurred in at least three areas which have implications for the quality of education now and, more importantly, in the future. These involve: increased class size, less support for professional development and letting equipment and plant run down.

Many teachers indicated that class sizes have increased in their schools because of budget cutbacks and this is making it more difficult for them to give enought time to students, particularly those students who need the most help. In addition, school boards have cut their support for professional development and conference attendance. Whatever benefits that went along with attendance at these professional workshops and meetings will no longer be available to teachers or counselors. Finally, respondents indicated that repairs and maintenance were not being undertaken as readily now as in the past. Fewer field trips are scheduled. Fewer resources are provided by the school. Supply teachers are not hired to replace teachers who are ill. Instead, students have a study period or a free period. Taken as a whole, these responses will make it increasingly more difficult to provide a high quality education. And unless

deliberately reversed, these will continue to deteriorate.

As a kindergarten teacher with two classes, I am very upset with the rise in teacher-pupil ratios for the 1982/83 year. I am upset because the lack of support for these initial educational classes is appalling.

In recent years the non-English speaking child counted as two in a classroom. According to this a class with four non-English children would only have room for 12 English speaking children to comprise the kindergarten class size of 20 children. Now, however, this has gone by the way. The results are disasterious for the kindergarten teacher and the kindergarten classroom pupils. Class sizes have ranged from 20-25 for me this year and I have had 5-7 non-English speaking children in each class.

The kindergarten teacher also deals with the parents for the first time in maybe 15-20 years, since they have graduated themselves. Again, I have to try to explain or get interpreters to explain the program to the non-English speaking parents. I have received no help in this area of service. I feel I am letting down these parents - they deserve better treatment....So do I!

31-35 year old female teacher, Kindergarten, British Columbia.

This year, for the first time, I have had less than 25 children since the end of September. This has been the result of our school being designated a Special Needs School as of 1982/83. This experience has really shown to me how important small class size is in a 'deprived' area. All the children have learned to read; we have had a very pleasant, caring classroom atmosphere, and few discipline problems have been evident. I am thoroughly convinced that class size is really a crucial factor at the Primary level!

36-40 year old female Grade 1 teacher, Ontario.

My greatest concern as a teacher of young children is "when do I stop being a teacher and start being a parent?" So many children today need a bath, a bite to eat, a good night's sleep, and a hug before they can sit in a classroom all day and be expected to function and to learn! And when class size continues to increase these needs become less and less satisfied!

26-30 year old female teacher, Grade 5, Prince Edward Island.

Two other trends threatening the quality of public education relate to the students, and indirectly to the school-based educators who must work with them. One of these involves something we will call an interest in learning. This also involves a cluster of behaviors which facilitates learning (school attendance,

assignments prepared, a constructive attitude, cooperativeness). The teaching job will become increasingly difficult in the future because student disinterest in learning appears to be increasing (Tables 7, 13, and 22).

Another threatening trend related directly to students and indirectly to teachers and education may be captured by the sometimes over-used word "stress". It appeared that students were often in turmoil and distress because of various problems they were experiencing. These problems appeared to fall into three major clusters; family, school performance, and economic (Tables 15, 18 and 24).

> This year has been an exception. There are a high number of students in my class with negative self-attitudes. After meeting some of the parents I understand why.
>
> Therefore this year has had to be devoted to social and disciplinary aspects of the classroom. I've been disappointed in not being able to cover as much of the academics as in other years. The principal took a survey of our immediate area and discovered that (1) single parent families have increased, (2) unemployment has increased, and (3) social assistance has increased.
>
> We are faced with: (1) increased demands - Bill 82 and 179, (2) decreased funds, (3) increasing class sizes, and (4) reduced parental support. We're spending more time disciplining because there's no where to send the problems and less time to teach. Too bad Bette Stephenson couldn't spend some time in my shoes!!
>
> 31-35 year old female teacher, Grade 3 and 4, Ontario.

> From my previous answers, the problems of nutrition, lice, dirty clothing are seen more often from native or metis students who are attending our school.
>
> The foul language, fighting and psychologist visits are from students who have one parent or whose parents are both working. Today more so than two years ago, one parent family units, divorce or separated parents are much more in evidence than before.
>
> Students are often left alone by themselves for 1 to 2 hours after school with no one in charge to supervise their whereabouts. Our school is from Kindergarten to grade six, therefore the major problems are not yet that apparent but begin to show up at the junior high or senior high schools.
>
> 36-40 year old male Vice-Principal, Alberta.

In many schools - especially elementary ones - most classroom teachers are dealing with the issues that you directed to the Guidance Counselor only! I see a very distinct upswing in the last three years of parental problems, etc., affecting young students. Also parents generally - are taking less interest in their child's learning. They feel learning is separate from daily life and 'something' that the school does. Children are not entering school with the same abilities and listening skills developed.

46-50 year old female teacher, Grade 3, Saskatchewan.

I have changed schools from a middle class environment to one in which most parents are unemployed. I have also changed from a regular to a special education classroom. A major factor which affects the learning style and capabilities of the children I teach is their home environment. Many (a major proportion) are not adequately cared for with respect to nutrition, hygiene, appropriate clothing, consistent discipline or physical and/or emotional and/or (suspected) abuse. Many of these children's families are in emotional turmoil and are plagued by survival problems such as lack of adequate housing, protection, and nutrition. Many families are in transition and dealing with such problems as wife-beating, law breaking, alcohol and drug abuse. For many of the children in my class, school is the only secure and predictable environment they know.

31-35 year old female teacher, Special Education (JK, K, 1-3), Ontario.

I think it is interesting in this learning environment survey that there is no mention of the effort of single parent families and of 'blended' families. Of the 49 students in my care this school year (ages 4, 5, 6) 30 children have experienced a 'breakup' in their family situation. Of all factors which can affect the learning environment, I think this is one of the most devastating.

35-40 year old female teacher, Kindergarten, New Brunswick.

As more and more marriages fall by the wayside, students are caught in the turmoil of family conflict, separation and divorce. Students have always experienced difficulty when their school performance was below standard. This may not be a new source of distress. Students are experiencing more distress as a result of economic factors however (e.g., part-time jobs, going on UIC, fathers unemployed, depressed about job prospects, mothers returning to work). The incidence of these concerns has increased substantially during the past two years (Tables 16, 19 and 25). Several school-based educators reported that schools are increasingly dealing with problems that were formerly taken care of

in the home or by social agencies. Teachers are functioning more and more like social workers.

It is not clear whether the fact that more students are in distress is related to their decreased interest and willingness to learn. In any event, both of these trends operate to make the job of a school-based educator increasingly demanding and difficult.

The next threatening trend that is observed emerged most clearly in the vignettes that respondents provided to us at the end of their questionnaires. We had considered examing the impact of the economic recession and cutbacks on school-based educators themselves - their satisfaction and morale - in some detail. Space limitations in the questionnaire, however, prevented us from doing so. In fact the data (Table 3) suggested that the economic recession had only a modest effect on school-based educators. These data may be saying that the recent economic recession has not hit school-based educators hard in the pocket book. After all, all our respondents still had jobs! The vignettes indicated that - in some quarters at least - school-based educator (teacher) morale is low. Teacher-bashing continues to be a popular past time in some provinces. Budget cutbacks continue to be made or threatened (Toronto Star, February 21, 1984) which increased the insecurity of school-based educators and contributes to a further reduction in morale.

> The financial constraints upon the education system are very noticable. In our province, the central government support is minimal. They introduce all sorts of programs and curriculum guidelines and then expect the local boards to pay for it. Our particular board does not have a large tax base and unemployment is higher than average. Higher taxes hurt a lot! As teachers, most of us pour as much as we can into our jobs, but now, stress is taking a toll on us as well. I do not know what the answer is. I feel it is a social problem that cannot be handled by the educational system alone. Students, even at the elementary level feel the stress of the uncertain climate. Many know they will not have jobs even if they do go on to higher education. As their stress increases, ours does as well, thus creating a vicious circle. At this point, I am looking at career alternatives (so are many colleagues). The most frequent

comment this June has been: "I've never had such a busy and hard year. Thank God it's over!".

31-35 year old female teacher, Ontario.

Attitude of school boards to teacher: deteriorated.

Administrative support for teachers: deteroriated.

Teacher morale: deterioriated.

36-40 year old female teacher, Grade 5, Alberta.

There has been a great deal more stress in teaching in B.C. during the past year. This is largely due to the policies of the provincial government - the amount of money allocated for education has been reduced, and the former Minister of Education (Mr Vandersant), spent a great deal of his time 'teacher bashing'.

The recent proposals introduced in the B.C. legislature last week, i.e., the return to the pupil teacher ratio of 1975-76, will further add to the uncertainty and stress levels and its demoralizing effect on B.C. teachers.

41-45 year old male Head of Department, British Columbia.

Several questions were asked of homeroom teachers which I couldn't answer because I teach Resources Room (language arts) at the elementary level and have no homeroom. However, it is my opinion and that of my colleagues that children are definitely more difficult to handle than a few years ago. Money is also in short supply, leading to the cutting back of special programs for students with learning problems. These students, plus those whose families are undergoing upheaval because of tough economic times and the general breakdown of the family unit are being placed in ever larger classes. Teachers are feeling a lot of stress in their jobs these days!

46-50 year old female teacher, Alberta.

Importance of the Problem

It is often said that Canada's major resource is the minds of its youth - its young men and women currently receiving public education. Canada, along with all of the other industrialized nations has experienced difficult economic times in recent years. The economic recession in Canada, (as observed by 3724 school-based educators) appears to have had primarily negative effects on public education.

Five trends were noted which threaten the quality of education offered to our youth. These were:

(1) macro economic and socio-economic changes (increased unemployment) which increase the pressure on students, families, schools and local communities;

(2) school system responses to restraint and cutbacks which lower the quality of education (larger class sizes, less support for professional development, less maintenance, repair and replacement);

(3) students increasingly burdened and preoccupied by family, economic and school performance problems and increasing needs for school-based educators to address these concerns;

(4) increasing student disinterest in learning; and

(5) a low and decreasing school-based educator (primarily teacher) morale.

It is hoped that the results of this research can be used to cause politicians, policy-makers and concerned citizens to examine national priorities. These threatening trends must be reversed if Canada's major resource for the future - the minds of its youth - are to be developed to the fullest.

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Toronto Star, April 10, 1982.

Toronto Star, February 21, 1984.

Appendix A

1983 05 19

FOR ACTION

Subject: Canadian Teachers' Federation/York University Project on Children and the Economy

TO:

PROJECT PERSON FOR

From: Sylvia Gold Director, Professional Development Services, CTF

Thank you for agreeing to see that the survey forms for this project reach a random sample of your members.

Professor Ronald Burke of the Faculty of Administrative Studies at York University is conducting the survey. In order to ensure adequate representation on a random sample basis, he has asked that your association select every _____ name on your membership list. This amounts to _____% of your membership, according to CTF figures, for a total of _____. Several additional survey forms will be sent to offset any error in our calculations.

Each survey is printed on six sheets of paper (12 sides) and will be accompanied by a self-addressed return envelope.

May I ask you to set in motion the process for obtaining the required mailing labels and envelopes.

You should receive the required number of survey forms and return envelopes from us in early June. We would ask that they be mailed out as soon as possible, for teachers to complete and return before school ends.

Please contact me if you have any questions.

Thank you for your assistance in this important first study of the impact of the economy on Canadian school-age young people.

Appendix B

3 KENMOUNT ROAD, ST. JOHN'S, NFLD. A1B 1W1
PHONE 726-3223 AREA CODE 709

Newfoundland Teachers' Association

September 9, 1983

Dear Teacher:

The enclosed questionnaire is part of a National Survey being carried out in cooperation with the Canadian Teachers' Federation. Other Provinces completed this questionnaire in late June. However, because school closes earlier in June in Newfoundland it was necessary to wait until the Fall opening of school to distribute the questionnaire.

I would appreciate if you would complete the questionnaire and mail it immediately. CTF wishes to tabulate results of the questionnaire by early October. Questionnaires should be forwarded no later than September 23rd.

Have a successful and enjoyable year in 83-84.

Yours sincerely,

Myrle Vokey,
Director of Professional Development.

MV/eon
encls.

Appendix C

CANADIAN TEACHERS' FEDERATION

FÉDÉRATION CANADIENNE DES ENSEIGNANTS

SECRETARY GENERAL, DR. STIRLING McDOWELL, SECRÉTAIRE GÉNÉRAL • 110 ARGYLE, OTTAWA, ONTARIO • K2P 1B4 • 613-232-1505

CABLE CANTEACH OTTAWA TELEX NO. 053-4459

1983 06

CANADIAN TEACHERS' FEDERATION
MEMBER ORGANIZATIONS

British Columbia Teachers' Federation
The Alberta Teachers' Association
The Saskatchewan Teachers' Federation
The Manitoba Teachers' Society
Ontario Teachers' Federation
- Association des enseignants franco-ontariens
- Federation of Women Teachers' Associations of Ontario
- Ontario English Catholic Teachers' Association
- Ontario Public School Teachers' Federation
- Ontario Secondary School Teachers' Federation

Provincial Association of Catholic Teachers (Quebec)
Provincial Association of Protestant Teachers of Quebec
Association des enseignants francophones du Nouveau-Brunswick
New Brunswick Teachers' Association
Nova Scotia Teachers Union
Prince Edward Island Teachers' Federation
Newfoundland Teachers' Association
Northwest Territories Teachers' Association
Yukon Teachers' Association

CANADIAN TEACHERS' FEDERATION
EXECUTIVE

President: Mr. Greg O'Keefe
1st Vice-President: Mr. Brian Shortall
2nd Vice-President: Mr. George Mark
Past President: Mr. Patrick Brady
Secretary General: Dr. Stirling McDowell

Dear Educator:

We are conducting a survey of a random sample of school-based educators in each of the ten provinces and two territories to get your views of the students and the learning environment in your schools during the past year. The views of three target groups, Teachers, Principals, and Guidance Counselors are being sought.

We are asking you to contribute to this important study because, as professionals who work directly with Canadian young people, you are in an excellent position to comment on the situation of students in Canada today.

This is not a test. There are no right or wrong answers. We would like you to answer in a way that honestly and accurately reflects your own experiences and observations.

Please do not sign your name or identify yourself in any way on the questionnaire. When results are reported, they will be based on responses from groups of Teachers, Principals, Guidance Counselors, or teacher association members in various regions, provinces or territories. A report of our findings and conclusions will be made available in the fall.

If you have any questions about this research project or would like a copy of the findings please contact us at the Canadian Teachers' Federation.

We encourage you to take the time to complete the questionnaire and return it to us as soon as possible, preferably by June 30, 1983. The larger the response rate, the more valid and reliable the conclusions. Please return your completed survey to: Dr. Ronald J. Burke, Faculty of Administrative Studies, York University, 4700 Keele Street, Downsview, Ontario M3J 2R6.

Thank you for your cooperation.

This survey is a joint project of the Canadian Teachers' Federation and York University. The Canadian Teachers' Federation is an alliance of provincial and territorial teachers' associations which together represent 220,000 elementary and secondary Canadian school teachers. Also participating in this survey is the Centrale de l'enseignement du Québec.

INSTRUCTIONS

This questionnaire has four parts. You must fill out three parts only. All individuals will fill out Part I and Part II. Teachers are asked to also fill out Part III; Guidance Counselors, Part IV and Principals, Part V.

Please complete this section.

PART I: About Yourself and Your School

1. How old are you? (Check ONE)

___(01) Less than 25 years old
___(02) 26 - 30
___(03) 31 - 35
___(04) 36 - 40
___(05) 41 - 45
___(06) 46 - 50
___(07) 51 - 55
___(08) 56 - 60
___(09) Over 60

2. What is your sex? (Check ONE)

___(1) Male
___(2) Female

3. What is your current position? (Check ONE or TWO, as appropriate)

___(1) Full-Time Teacher
___(2) Part-Time Teacher
___(3) Part-Time Guidance Counselor
___(4) Full-Time Guidance Counselor
___(5) Head of a Department or Subject Area
___(6) Assistant or Vice-Principal
___(7) Principal

4. How many years have you been in your present position? (Check ONE)

___(1) Less than 1 year
___(2) 1 - 3 years
___(3) 4 - 5 years
___(4) 6 - 10 years
___(5) 11 - 15 years
___(6) 16 - 20 years
___(7) Over 20 years

5. How many years have you been in your present school? (Check ONE)

___(1) Less than 1 year
___(2) 1 - 3 years
___(3) 4 - 5 years
___(4) 6 - 10 years
___(5) 11 - 15 years
___(6) 16 - 20 years
___(7) Over 20 years

6. If you are in charge of a homeroom, what grade level or levels are contained in it? (Check appropriate responses)

___(01) Junior Kindergarten
___(02) Kindergarten
___(03) Grade 1
___(04) Grade 2
___(05) Grade 3
___(06) Grade 4
___(07) Grade 5
___(08) Grade 6
___(09) Grade 7
___(10) Grade 8
___(11) Grade 9
___(12) Grade 10
___(13) Grade 11
___(14) Grade 12
___(15) Grade 13
___ I am not in charge of a homeroom

7. If you are in charge of a homeroom, how many students are in your homeroom? Write in the number.

There are _____ students in my homeroom.

8. In what Province or Territory do you work? (Check ONE)

___(01) British Columbia
___(02) Alberta
___(03) Saskatchewan
___(04) Manitoba
___(05) Ontario
___(06) Québec
___(07) New Brunswick
___(08) Nova Scotia
___(09) Prince Edward Island
___(10) Newfoundland
___(11) Northwest Territories
___(12) Yukon

9. What was the highest level of education you completed? (Check ONE)

___(1) High School
___(2) Partial Undergraduate Degree
___(3) Undergraduate Degree
___(4) Partial Masters Level Degree
___(5) Masters' Degree
___(6) Partial PhD
___(7) PhD

10. How many teachers are there in your present school? (Check ONE)

___(1) Less than 10 teachers in my school
___(2) From 10 to 25
___(3) From 26 to 50
___(4) From 51 to 75
___(5) From 76 to 100
___(6) Over 100 teachers in my school

11. How many students are there in your present school? (Check ONE)

___(1) Less than 100 students in my present school
___(2) From 100 to 300
___(3) From 301 to 500
___(4) From 501 to 1,000
___(5) From 1,001 to 1,500
___(6) From 1,501 to 2,000
___(7) Over 2,000 students in my present school

12. What is your main language of instruction? (Check ONE)

___(1) English only
___(2) French only
___(3) English and French equally
___(4) English and some other language equally
___(5) French immersion

13. Which of the following five social classes would you say the majority of your homeroom class would fall in? (Check ONE)

___(1) Upper class
___(2) Upper middle class
___(3) Middle class
___(4) Working class
___(5) Lower class
___(9) Don't know

14. What is the orientation of your school? (Check ONE)

___(1) Academic primarily
___(2) Vocational primarily
___(3) Academic and Vocational

15. Is your homeroom ... (Check ONE)

___(1) Academic
___(2) Vocational

16. How large is the community in which your school is located? (Check ONE)

___(1) A city of over 1 million people
___(2) From 500,000 to 1 million
___(3) From 250,000 to 500,000
___(4) From 100,000 to 250,000
___(5) From 50,000 to 100,000
___(6) From 25,000 to 50,000
___(7) A town of less than 25,000

17. Which one of these phrases best describes your school? (Check ONE)

___(1) "Inner-city core", downtown core
___(2) Old Suburban
___(3) New Suburban
___(4) Town school
___(5) Rural school
___(6) Alternative school within the public sector
___(7) Hospital school
___(8) Centre for children with special needs

18. Would the parents of the students in your homeroom be primarily ... (Check ONE)

___(01) Professional, High Level Managers
___(02) Semi-professionals, Technicians, Middle Managers
___(03) Supervisors, Foremen
___(04) Skilled industrial workers, skilled clerical workers
___(05) Farmers
___(06) Semi-skilled industrial workers, semi-skilled clerical workers
___(07) Unskilled clerical, unskilled labour
___(08) Farm labour
___(09) Self-employed
___(10) Other

19. Is your school a ... (Check ONE)

___(1) Public School
___(2) Separate (Catholic) school
___(3) Other

20. How many students in your homeroom would have a father who is unemployed at present? (Check ONE)

___(01) None
___(02) One
___(03) From 1 to 3
___(04) From 4 to 5
___(05) From 6 to 7
___(06) From 8 to 9
___(07) From 10 to 15
___(08) More than 15
___(09) Don't know

21. How many students in your homeroom would have a mother who is employed part- or full-time, at present? (Check ONE)

___(01) None
___(02) One
___(03) From 1 to 3
___(04) From 4 to 5
___(05) From 6 to 7
___(06) From 8 to 10
___(07) From 11 to 15
___(08) More than 15
___(09) Don't know

22. The official unemployment rate in Canada at present is about 12%. Would the employment rate in the community in which your school is located be higher or lower than the figure of 12%. (Check ONE)

___(1) Somewhat higher than 12%
___(2) A little higher than 12%
___(3) About the same (12%)
___(4) A little lower than 12%
___(5) Somewhat lower than 12%
___(9) Don't know

23. If the unemployment rate in your community is currently above the national average (12%) - that is you checked (1) or (2) in Question 22, how long has it been above the national average? (Check ONE)

___(1) For as long as I can remember
___(2) For the past 10 - 20 years
___(3) For the past 5 - 10 years
___(4) For the past 2 - 5 years
___(5) Within the past year only

24. It is generally agreed that Canada has been in an economic recession for the past few years. To what extent has the recession had an effect on: (Circle one number on each line.)

	Not at all	A Little	Somewhat	To a great extent	A very great extent
a) The students	1	2	3	4	5
b) The families of students	1	2	3	4	5
c) You as a teacher	1	2	3	4	5
d) Your school	1	2	3	4	5
e) Your local community	1	2	3	4	5

PART II All respondents please complete numbers 1 and 2 in this section.

1. How frequently have you experienced each of these as problems or difficulties in your professional work during the past school year (September '82 to June '83).

	Never	Rarely	Sometimes	Often	Very Often
Student attendance problems	1	2	3	4	5
Student drug-related problems	1	2	3	4	5
Student alcohol-related problems	1	2	3	4	5
Bad language from the students	1	2	3	4	5
Students physically abusing students	1	2	3	4	5
Students physically abusing teachers	1	2	3	4	5
Students dropping out	1	2	3	4	5
Students not prepared with assignments	1	2	3	4	5
Students depressed about job prospects	1	2	3	4	5
Students returning to school because they could not find jobs	1	2	3	4	5
Students tired because of part-time jobs	1	2	3	4	5
Students not able to afford to purchase supplies	1	2	3	4	5
Students having to take part-time jobs to earn spending money	1	2	3	4	5
Students coming to school in dirty clothes	1	2	3	4	5
Students coming to school dirty (lice, greasy hair)	1	2	3	4	5
Students arguing with teachers	1	2	3	4	5
Students without adequate lunch	1	2	3	4	5
Students not interested in learning	1	2	3	4	5
Students generally anxious or worried	1	2	3	4	5
Students moving in with relatives	1	2	3	4	5
Mothers of students returning to work	1	2	3	4	5
Fathers of students moving away in search of work	1	2	3	4	5
Students not able to afford glasses or hearing aids	1	2	3	4	5
Students unable to get needed dental work done	1	2	3	4	5
Students whose families have had to receive social assistance	1	2	3	4	5
Students whose families have lost their homes	1	2	3	4	5
Discipline in the classroom or school	1	2	3	4	5
Students involved in pornography or prostitution	1	2	3	4	5

2. This section examines the degree to which some of the areas considered in the questionnaire have changed or remained the same during the <u>past two years</u>. How would you compare the frequency of each of the <u>following</u> events during the past year with your experiences of two years ago (the September 1980 - June 1981 school year)? Would you say that these events have been much less frequent now than 2 years earlier, about the same frequency now as 2 years ago, or much more frequent now than 2 years earlier? (Circle one number on each line.)

	Much less frequent now	Less frequent now	About the same now	More frequent now	Much more frequent now
Student attendance problems	1	2	3	4	5
Student drug-related problems	1	2	3	4	5
Student alcohol-related problems	1	2	3	4	5
Bad language from the students	1	2	3	4	5
Students physically abusing students	1	2	3	4	5
Students physically abusing teachers	1	2	3	4	5
Students dropping out	1	2	3	4	5
Students not prepared with assignments	1	2	3	4	5

	Much less frequent now	Less frequent now	About the same now	More frequent now	Much more frequent now
Students depressed about job prospects	1	2	3	4	5
Students returning to school because they could not find jobs	1	2	3	4	5
Students tired because of part-time jobs	1	2	3	4	5
Students not able to afford to purchase supplies	1	2	3	4	5
Students having to take part-time jobs to earn spending money	1	2	3	4	5
Students coming to school in dirty clothes	1	2	3	4	5
Students coming to school dirty (lice, greasy hair)	1	2	3	4	5
Students arguing with teachers	1	2	3	4	5
Students without adequate lunches	1	2	3	4	5
Students not interested in learning	1	2	3	4	5
Students generally anxious or worried	1	2	3	4	5
Students moving in with relatives	1	2	3	4	5
Mothers of students returning to work	1	2	3	4	5
Fathers of students moving away in search of work	1	2	3	4	5
Students not able to afford glasses or hearing aids	1	2	3	4	5
Students unable to get needed dental work done	1	2	3	4	5
Students whose families have had to receive social assistance	1	2	3	4	5
Students whose families have lost their homes	1	2	3	4	5
Discipline in the classroom or school	1	2	3	4	5
Students involved in pornography or prostitution	1	2	3	4	5

PART III Answer this part if you are a teacher.

1. How adequate were each of the following during the past year? (Check one on each line.)

	Very Inadequate	Somewhat Inadequate	So-so	Adequate	Very Adequate
The classroom learning environment	1	2	3	4	5
Recreational programmes	1	2	3	4	5
Field trips	1	2	3	4	5
Cultural programmes	1	2	3	4	5
Lunch and cafeteria	1	2	3	4	5
Lunch room supervision	1	2	3	4	5
Student counseling services	1	2	3	4	5
Remedial programs for students	1	2	3	4	5
Amount of time teachers can spend with students	1	2	3	4	5
Sports programmes	1	2	3	4	5
Specialized arts programmes	1	2	3	4	5
Parental involvement in school programmes (trips, assistance in remedial programmes or lunch programmes)	1	2	3	4	5
Interest of parents in their children	1	2	3	4	5
Interest of parents in the school	1	2	3	4	5
The class size	1	2	3	4	5
Support for conference attendance	1	2	3	4	5

	Very Inade-quate	Some-what Inade-quate	So-so	Ade-quate	Very Ade-quate
Money for supply teachers	1	2	3	4	5
Money for professional development	1	2	3	4	5
The library holdings	1	2	3	4	5
Gym or sports equipment	1	2	3	4	5
Repair or replacement of things	1	2	3	4	5

2. Have you applied to attend any conferences or workshops related to your teaching duties during the past year? (Check ONE)

___(1) Yes ___(2) No

3. If you checked Yes (1) to Question 2, how many conferences or workshops have you asked your school to support your attendance at? (Check ONE)

___(1) One
___(2) Two
___(3) Three
___(4) Four
___(5) Five or more

4. How many conferences did you actually attend this year supported financially by your school? (Check ONE)

___(1) None
___(2) One
___(3) Two
___(4) Three
___(5) Four or more

5. How many of your homeroom students' parents would you speak to in a typical week? (Check ONE)

___(1) None
___(2) One
___(3) Two
___(4) Three
___(5) Four
___(6) Five
___(7) Between 5 and 10
___(8) More than 10

6. What percentage of the parents of students in your homeroom would come to a "meet the teacher" night after the students receive their report cards? (Check ONE)

___(1) About 10%
___(2) About 20%
___(3) About 30%
___(4) About 40%
___(5) About 50%
___(6) From 50% to 75%
___(7) Over 75%

7. How would you compare each of the following aspects of your school and its environment now with your experiences of two years ago (the 1980/81 school year)? Would you say they have greatly improved, stayed about the same, or greatly deteriorated? (Circle one on each line.)

	Greatly improved	Somewhat improved	About the same	Somewhat deterio-rated	Greatly deterio-rated
The classroom learning environment	1	2	3	4	5
Recreational programmes	1	2	3	4	5
Field trips	1	2	3	4	5
Cultural programmes	1	2	3	4	5
Lunch and cafeteria	1	2	3	4	5
Lunch room supervision	1	2	3	4	5
Student counseling services	1	2	3	4	5
Remedial programs for students	1	2	3	4	5
Amount of time teachers can spend with students	1	2	3	4	5
Sports programmes	1	2	3	4	5
Specialized arts programmes	1	2	3	4	5

	Greatly improved	Somewhat improved	About the same	Somewhat deteriorated	Greatly deteriorated
Parental involvement in school programmes (trips, assistance in remedial programmes or lunch programmes)	1	2	3	4	5
Interest of parents in their children	1	2	3	4	5
Interest of parents in the school	1	2	3	4	5
The class size	1	2	3	4	5
Support for conference attendance	1	2	3	4	5
Money for supply teachers	1	2	3	4	5
Money for professional development	1	2	3	4	5
The library holdings	1	2	3	4	5
Gym or sports equipment	1	2	3	4	5
Repair or replacement of things	1	2	3	4	5

PART IV Please answer this part if you are a Guidance Counselor. All questions relate to your experiences and observations during the present school year (Sept. '82-June '83).

1. How many (clients) students came to you to discuss personal and/or academic-related problems during the typical week during this school year? (Check ONE)

___(1) Less than 5
___(2) From 5 to 10
___(3) From 11 to 15
___(4) From 16 to 20
___(5) From 21 to 25
___(6) From 26 to 30
___(7) Over 30 a week

2. How frequently were each of these problem areas discussed in your counseling sessions with the students? (Check one number on each line.)

Problem Area	Rarely	A Little	Some-times	Some-what Frequently	Very Frequently
Parental fighting	1	2	3	4	5
Parental separation	1	2	3	4	5
Divorce of parents	1	2	3	4	5
Father unemployed, laid-off	1	2	3	4	5
Mother unemployed, laid-off	1	2	3	4	5
Shortage of money	1	2	3	4	5
Having to get a part-time job	1	2	3	4	5
Unable to afford books, lunches	1	2	3	4	5
Unable to afford clothes	1	2	3	4	5
Arguments with parents	1	2	3	4	5
Being beaten by parents	1	2	3	4	5
Sex and sexuality	1	2	3	4	5
Depressed about poor job prospects	1	2	3	4	5
Psychosomatic complaints	1	2	3	4	5
Health problems	1	2	3	4	5
Unable to afford dental care, glasses	1	2	3	4	5
Fear about father losing his job	1	2	3	4	5
Fear about mother losing her job	1	2	3	4	5
Drug-related	1	2	3	4	5
Alcohol-related	1	2	3	4	5
Poor school performance	1	2	3	4	5
Family on welfare	1	2	3	4	5
Pregnancy	1	2	3	4	5
Self-destructive thoughts, suicide	1	2	3	4	5
Loss of home, having to move	1	2	3	4	5
Father absent seeking work	1	2	3	4	5
Pornography	1	2	3	4	5

3. How frequently have you had to do each of the following during the past year? (Check one on each line.)

	Never	Less than 5 times	Between 5 - 10	Between 10 - 25	Over 25
a) Refer a student to a social service agency	1	2	3	4	5
b) Refer a student to a psychologist or psychiatrist	1	2	3	4	5
c) Refer a student to a medical service	1	2	3	4	5
d) Provide a sympathetic ear for a troubled or worried student	1	2	3	4	5
e) Provide lunch for a student	1	2	3	4	5
f) Provide clothing for a student	1	2	3	4	5

4. This section examines the extent to which some of the problem areas discussed in your counseling sessions with students have changed or remained the same during the past two years. How would you compare the frequency that these problem areas were discussed in counseling sessions during the past year with your experience of 2 years ago (the September 1980 - June 1981 school year)? Are these problem areas discussed much less frequently now than 2 years ago, discussed with about the same frequency now as 2 years ago, or discussed much more frequently now than 2 years ago? (Circle one number on each line.)

	Much less frequently now	Less frequently now	About the same now	More frequently now	Much more frequently now
Parental fighting	1	2	3	4	5
Parental separation	1	2	3	4	5
Divorce of parents	1	2	3	4	5
Father unemployed, laid-off	1	2	3	4	5
Mother unemployed, laid-off	1	2	3	4	5
Shortage of money	1	2	3	4	5
Having to get a part-time job	1	2	3	4	5
Unable to afford books, lunches	1	2	3	4	5
Unable to afford clothes	1	2	3	4	5
Arguments with parents	1	2	3	4	5
Being beaten by parents	1	2	3	4	5
Sex and sexuality	1	2	3	4	5
Depressed about poor job prospects	1	2	3	4	5
Psychosomatic complaints	1	2	3	4	5
Health problems	1	2	3	4	5
Unable to afford dental care, glasses	1	2	3	4	5
Fear about father losing his job	1	2	3	4	5
Fear about mother losing her job	1	2	3	4	5
Drug-related	1	2	3	4	5
Alcohol-related	1	2	3	4	5
Poor school performance	1	2	3	4	5
Family on welfare	1	2	3	4	5
Pregnancy	1	2	3	4	5
Self-destructive thoughts, suicide	1	2	3	4	5
Loss of home, having to move	1	2	3	4	5
Father absent seeking work	1	2	3	4	5
Pornography	1	2	3	4	5

5. Have there been any changes in how frequently you have had to do each of the following during the past year compared to your experiences two years ago (1980/81 school year)? (Circle one number on each line)

	Much less frequently now	Less frequently now	About the same now	More frequently now	Much more frequently now
a) Refer a student to a social service agency	1	2	3	4	5

	Much less frequently now	Less frequently now	About the same now	More frequently now	Much more frequently now
b) Refer a student to a psychologist or psychiatrist	1	2	3	4	5
c) Refer a student to a medical service	1	2	3	4	5
d) Provide a sympathetic ear for a troubled or worried student	1	2	3	4	5
e) Provide lunch for a student	1	2	3	4	5
f) Provide clothing for a student	1	2	3	4	5

PART V Answer this part if you are a School Principal (Vice-Principal or Assistant Principal).

1. We would like your views on how frequently you have observed or been aware of the following events during the 1982/83 school year (September-June).

	Never	Rarely	Sometimes	Often	Very Often
Bomb scares	1	2	3	4	5
Police called to the school	1	2	3	4	5
Obscene calls to the school	1	2	3	4	5
Asking parents or students to pay for things the school used to provide	1	2	3	4	5
Asking parents to come to school with their children	1	2	3	4	5
Lack of money for supply teachers	1	2	3	4	5
Referring students to psychologists	1	2	3	4	5
Referring students to social agencies	1	2	3	4	5
Referring students to medical services	1	2	3	4	5
Acts of vandalism	1	2	3	4	5

2. Have there been any changes in how frequently you have observed or had to do each of the following during the past year compared to your experiences two years ago (1980/81 school year)? That is, are these incidences less common, about as common or more common today than they were 2 years ago. (Circle one number on each line.)

	Much less frequently now	Less frequently now	About the same now	More frequently now	Much more frequently now
Bomb scares	1	2	3	4	5
Police called to the school	1	2	3	4	5
Obscene calls to the school	1	2	3	4	5
Asking parents or students to pay for things the school used to provide	1	2	3	4	5
Asking parents to come to school with their children	1	2	3	4	5
Lack of money for supply teachers	1	2	3	4	5
Referring students to psychologists	1	2	3	4	5
Referring students to social agencies	1	2	3	4	5
Referring students to medical services	1	2	3	4	5
Acts of vandalism	1	2	3	4	5

OVER

This completes the quantitative aspects of the study. Thank you for your cooperation in completing the questionnaire. If you have any additional comments or thoughts on the areas covered in the questionnaire and perhaps some things we may have missed, feel free to write them on this page. Add additional pages, if necessary.

Appendix D

More Vignettes

I feel that there has been a measurable increase in discipline and student problems related to instability of the home environment.

Homework and assignments more frequently incomplete - punctuality and attendance irregularity - lack of concern for themselves and others caused I believe by a lack of caring and expectations by the turmoil at home - separations and divorce are a large factor in my opinion - these children often display - a lack of roots syndrome - my parents don't care. I can do what I please - I have the right to do as I decide.

Compared to many schools and areas with which I'm familiar we are lucky - but the increase in the type of problems noted above is definitely there.

46-50 year old male principal, Ontario.

The community is small (population 900). A nearby mine closed approximately five years ago (1977/78) causing a very sharp decline in school population (400+ to 235). The community has an unemployment rate pushing 40-45%; a large portion of the community is welfare based (some are possible third generation).

31-35 year old male teacher and Head of subject area, Grade 10, Manitoba.

Although most teenagers tend to worry about their future, over the past two years this has increased dramatically. Many are depressed about the lack of job opportunities and they feel helpless and frustrated. Many have even given up hope because of all the gloom and doom news. It is especially hard for those who do not have adequate skills with which to enter the work force.

31-35 year old female teacher, Grade 9, Ontario.

Teacher cuts this year will cause a deterioration in educational programs for next term -- reduced Kindergarten time, larger classes, fewer teachers, reduced remedial and resource assistance, etc. The effects of the recession are just beginning to be felt in a large way in education in the public schools.

51-55 year old female teacher, Kindergarten, Manitoba.

The biggest affect of recession in our school has been that for the first time I have felt children were really wanting during this school year. I guess this Christmas I felt some children really did without.

36-40 year old male teacher, Grade 1, Saskatchewan.

I teach a grade seven class where many of the problems you discuss (alcohol and drugs) are just beginning to surface. This year in grade eight we experienced drinking problems during noon hour (girls) for the first time. Although students seldom, if ever, use profane language in the classroom, the general use of profane and obscene language has definitely increased.

Next year our system will see a large reduction in teaching positions. This will affect class sizes in our school where the grade seven average size will be 30/31, the grade eights will be 35-37, and grade nines will be about 30. This, in turn, reduces the amount of time spent with each student. Also, it means parents are contacted less frequently by phone.

Library funds have been cut in half and I now supply coloring pencils for drawings (science) and loose leaf for tests, where before students supplied their own. In general, I see a deterioration although I hope that my experience and love of my work can still create a pleasant classroom environment for learning.

36-40 year old female teacher, Grade 7, Nova Scotia.

In addition to deterioration of the quality of education caused by three aspects covered in this questionnaire, I have noticed an even greater deterioration caused by poor morale on the part of the teachers. Teachers in my district have felt pressure from the school board threatened lay-offs, reduced pay, larger classes, reduced staff via attrition - and blaming teachers for funding shortages. From the press - depicting teachers as well-off in the hours/pay ratio.

Government - teachers as scapegoats for current recession. Parents - not nearly as supportive as most of us would have thought, nor as appreciative of what we do above and beyond our paid duties.

Electorate - by re-electing the Socred Government overwhelmingly agreeing with their educational policies and ploys of the past year.

In short - no teacher I know feels encouraged by gratitude from any quarter for having done a good job. The feeling is its bad, getting worse and no-one cares.

31-35 year old male teacher, Grade 6, British Columbia.

Because of the lack of funds for school supplies students in rural areas do not get the modern equipment necessary for up-to-date teaching methods such as found in city schools. Money is not being distributed fairly among schools - some schools have almost unlimited funds while others barely exist.

31-35 year old male techer, Grade 11, New Brunswick.

The focus in our school, is still on people - primarily the students. With greater administrators and helpful, friendly staff, a lot of the serious difficulties we encounter because of the recession tend to be replaced by a positive attitude of "let's make the most of what we have". Therefore, my responses tend to be optimistic - as our whole school atmosphere reflects this hope we see in the students and staff.

36-40 year old female teacher, Grade 5, Alberta.

There have been drastic cutbacks in the field of education in our area - regarding provincial funding formula...with the results - 63 teachers being laid-off - reductions in special programs - including French, Music, Art, and Special Education.

31-35 year old female teacher, Grade 3, Nova Scotia.

In my grade 1 class I have two students out of 11 who frequently talk of suicide. These same two talk about: (first child) how he hates his father (who has left) and how he hates the man who is now living with his mother, how this man kicks him and curses him often; (second child) how his mother does not care about him (she left him), how his father is always drunk and violent, and he worries alot about money issues.

Most children in my class express concern or fear when asked to bring money to school for excursions, or pictures, etc. Many swear or think nothing of swear words and fighting. Most experience much anxiety because of parents fighting at home or are rejected by one parent. Few seem happy and stable. It's frightening.

26-30 year old female teacher, Grade 1, Manitoba.

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